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ABSTRACT

The document describes the Special Education/Early Childhood Program at the George Washington University--a 1 year, full time, noncategorical master's degree program to prepare special education professionals to service the needs of developmentally handicapped children, either in direct teaching roles or as special education early childhood strategists. Program content consists of field and course experiences designed to bring students insight and knowledge in the areas of the development of young exceptional children, handicapping conditions of early childhood, identification and assessment procedures in early childhood special education, clinical teaching of developmentally disabled young children, and alternative models of service to the young developmentally disabled child. Aspects of the program covered in the document include program development, objectives and goals, personnel, budget, contribution to the improvement of teacher education, and evaluation. A general program description is also provided. Appended are specific course descriptions and a brochure containing a 3 year report on the program. (Author/DLS)

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SPECIAL EDUCATION/EARLY CHILDHOOD PROGRAM

1978

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I. Summary

What? The Special Education/Early Childhood Program at the George Washington University is a one-year, one-summer, full-time, non-categorical master's degree program. The intent of the program is the preparation of special education professionals to service the needs of developmentally handicapped children. The program prepares special educators who will serve children in either direct teaching roles or as special education early childhood strategists. Program content consists of field and course experiences designed to bring students insight and knowledge in the areas of:

1. the development of young exceptional children;
2. handicapping conditions of early childhood;
3. identification and assessment procedures in early childhood special education;
4. clinical teaching of developmentally disabled young children, and
5. alternative models of service to the young developmentally disabled child.

Why? We began with a need to provide services to high-risk and at-risk children. We believe that education is a practical field; competent practice

demands application of theoretical scholarship. Our charge is to tie theory to practice in the service of the handicapped child. Our mandate is expressed in the words "synthesize" and "integrate". We strive to synthesize multi-disciplinary theory and integrate this knowledge into conceptual patterns that guide educators.

How? The program consists of thirty-nine (39) graduate credit hours presented in one year and one summer of full-time academic study. More than fifty percent of student instructional time is spent in the field. The "intent" of the program has been translated into action-based, empirically-relevant activities. Three major orientations--developmental, non-categorical, and teaching as an art and science--dictate field training experiences. In the fall semester clinical professors accompany students into classrooms at three demonstration sites for "hands on" work with young children. The final internship experience in the spring semester sees students working in a variety of special education sites, ranging from infant stimulation classrooms to teacher education programs to work at the state and federal levels. Our goal is to

create a "felt" need in our students. We believe that only by being faced with demanding children, will graduate students demand proficiency from themselves. Our field work creates that demand. Our plan is to balance the "demand" of the field with the "supply" of academic information presented. This allows both our staff and students to truly "live" the "learning by doing" process, in which we strongly believe.

Where? This program is totally integrated with three public and private direct service sites in two of the nation's largest public school systems. These demonstration sites become the core of our clinical training in the fall semester and provide quality internship experiences for students in the spring semester. In the fall students spend six weeks at two of the following demonstration sites:

- a preschool program for children ages 2 to 6 with developmental delays in multiple areas, degree of handicap ranging from mild to moderate;
- a preschool non-categorical and severe learning and behavioral disorders program serving children ages 2 to 7 and
- a diagnostic program serving children who exhibit specific learning deficits, ages 7 to 12.

The field training sites provide experiences which demand a total "hands-on" teaching interaction. All students spend two mornings a week designing, developing, implementing, and evaluating teaching strategies for their assigned classes. Two of these seven-week experiences are required of the trainees before they may proceed to their 14-week spring internship. The spring semester internship is a full-time professional role chosen on the basis of the student's previous experiences and future goals and is carefully monitored by the program staff to pull together the theory and content of the total program in this intensive final experience.

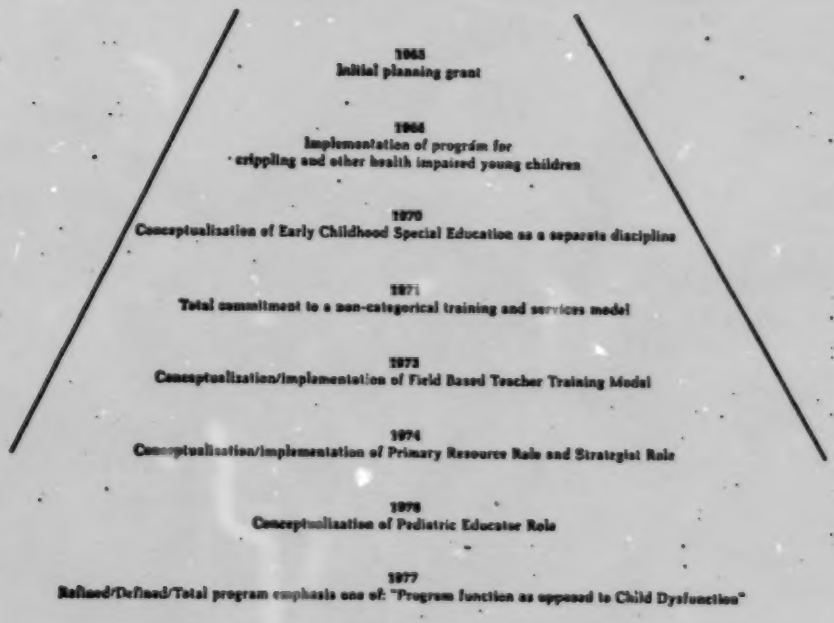
Who? A full-time staff of seven special educators constitutes the primary teaching staff (see Appendix B). Clinical professors are actively involved in field experiences as well as university classes. The clinical professor spends one full day at the training site, observing students in the "act" of teaching. The clinical professor provides constructive feedback and supportive guidance. In the service of sharpening teaching skills, the clinical professor probes and challenges students' perceptions in a weekly seminar. Our primary professional

staff has a combined total of forty-seven years of teaching experiences at the university level. They bring a variety of backgrounds with children and adults to this unique and demanding teacher education program.

II. Comprehensive Explanation

A. Description and Development of the Program

This program evolved from an earlier early childhood program begun in 1965. In that year, Dr. Bertice A. Cornish was awarded a planning grant from the Bureau of Education for the Handicapped to design a training program at the master's level. The tap root of our present (1978) program can be traced through the evolutionary stages of this twelve-year period. Milestones during this period are:


1965
Initial planning grant
1966
Implementation of program for
crippling and other health impaired young children
1970
Conceptualization of Early Childhood Special Education as a separate discipline
1971
Total commitment to a non-categorical training and services model
1973
Conceptualization/implementation of Field Based Teacher Training Model
1974
Conceptualization/implementation of Primary Resource Role and Strategist Role
1976
Conceptualization of Pediatric Educator Role
1977
Refined/Defined/Total program emphasis one of: "Program function as opposed to Child Dysfunction"

Through the years a philosophy has evolved which reflects a total commitment to the concept of a non-categorical training and service model for handicapped children and their teachers.

Our screening process reflects the thoughtful design of the total program. All prospective applicants are interviewed by a minimum of two staff members. The interview is the applicant's opportunity to learn about the Special Education/Early Childhood program and gives the program staff an opportunity to learn about the applicant. During the interview process, the Ives Psycho-Social Scale is administered to all applicants. The Ives Scale measures sensitivity to psychodynamic information of the classroom. After each interview the staff member completes a Likert-type rating scale of applicants designed to assess the fit of student to program. Based upon an evaluation of rating scale data, grade point average, and letters of reference, an admittance decision is reached by program staff.

A further requirement is added to the admission process for students with minimal teaching

experience. This entails a three-week summer practicum with young handicapped children. This screening experience insures "goodness of fit" between program and student.

All special education candidates are not "good" candidates for the rigorous and single-mindedness of this program. One of our primary tasks in teacher preparation, according to Combs, is to help inappropriate candidates "exit gracefully" from the training process. We execute this task with "care". The success of our screening process is illustrated by the fact that more than 95% of our full-time Master's students have completed the program over the last four years.

The full-time program involves a year and a summer:

PROGRAM CALENDAR

Summer Semester

Educ. 295—	Research Methods and Procedures	3
*SpEd. 295—	Field Experience with Multiply-handicapped and Developmentally Disabled Young Children	3
		3/6

Fall Semester

SpEd. 260—	Developmental Assessment of Young Exceptional Children	3
SpEd. 261—	Practicum: Methods and Materials for Young Exceptional Children	6
SpEd. 266—	Development of Language in the Young Exceptional Child	3
SpEd. 268—	Development of Young Exceptional Children with Emphasis on Handicapping Conditions	3
SpEd. 269—	Multi-Disciplinary Theory in Special Education	3
		18

*based on teaching experience

Spring Semester

SpEd. 262/273—Seminar in the Education of Young Exceptional Children	3
SpEd. 267— The Early Childhood Special Educator: A Survey of Roles and Services	3
SpEd. 292/273—Professional Internship in the Education of Young Exceptional Children	9
SpEd. 306— Dynamics of Family Intervention: Theory and Practice in Special Education	3
	18
Total	39/42

Program content may vary slightly, depending on the background and experiences of the individual student. Thus, additional coursework in prerequisite education courses might be required of one student, while course substitutions might be necessary for another student based on his/her particular skills and needs. Program adjustments are deliberately and purposefully structured to further insure precise articulation of theory and experience.

PLANNING ACTIVITIES

The program is a highly individualized educational experience. It follows that what we demand of our graduates--

the ability to individualize learning based on a child's needs--be no less true as regards their master's level training. Considerable staff hours are spent in planning sessions throughout the year to achieve this goal. Planning conferences are held twice a year for three consecutive days. The May conference plans the fall semester of the next academic year--from course outlines to the fall semester schedule of student meetings. The December conference, held at the conclusion of the fall semester, both inspects student responses to fall course evaluations and plans the spring semester calendar and courses. These conferences, held away from the university to insure total attention to purpose, provide an ideal climate for reflection and evaluation as well as staff development. In addition to the two planning conferences, program staff meet weekly to discuss and evaluate the past weeks experiences and adapt or adjust plans for coming weeks.

B. Objectives and Goals

Two umbrella goals express our general purpose:

1) the need to prepare teachers who proficiently serve minimally and severely/multiply handicapped preschool and primary aged children; and

2) the need to provide leadership personnel who function in supervisory and/or consultant roles, i.e., the Special Education/Early Childhood Strategist.

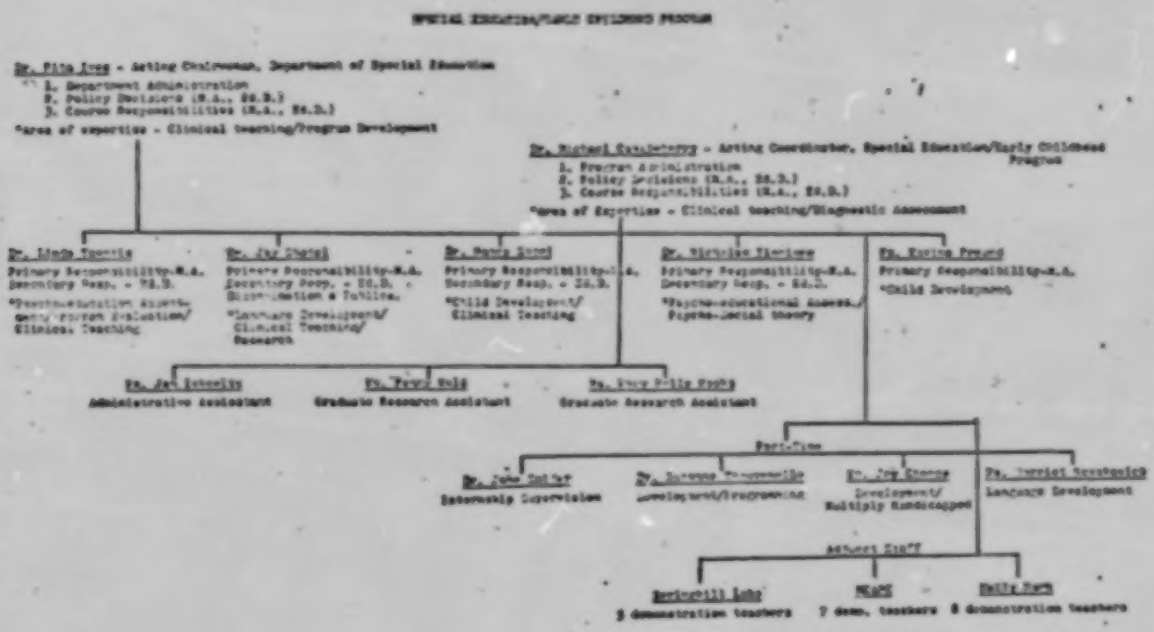
The following chart lists specific instructional objectives that facilitate attainment of these general goals. Course numbers reflect primary, secondary, and tertiary channels of instruction:

Objectives	Primary channel of instruction Sp. Ed.	Second channel of instruction Sp. Ed.	Channel which reinforce Sp. Ed.
1. The ability to delineate and describe the course of human development as it pertains to young exceptional children.	250	266	260, 261, 252, 262
2. The ability to identify, describe, and categorize the broad range of handicapping conditions of early childhood.	250	266	261, 260, 252, 262
3. The ability to identify characteristic language problems of children with a variety of handicapping conditions.	255	268	261, 260, 252, 262
4. The ability to identify and describe characteristic educational needs of various handicapping conditions.	260		261, 252, 262, 266
5. The ability to delineate and describe a variety of language programs.	268		261, 252, 262
6. The ability to delineate, describe, and compare the intent and content of formal tests.	260	256, 268	
7. The ability to contrast, compare, describe and define all inquiries made by the McCarthy Scales.	260	266	
8. Proficiency in the administration of the McCarthy Scales as demonstrated in two different testing situations.	260		
9. Experience in the administration of the Denver Developmental Screening Test as demonstrated in two different testing situations.	200		
10. The ability to structure informal inquiries and tasks which reflect the intent of the various standardized inquiries.	260	266	261
11. The ability to design and develop an informal diagnostic interview kit.	260	261	266, 266
12. Proficiency in the administration of the Informal Diagnostic Interview (I.D.I.) as demonstrated in three different interview situations.	260		261, 262, 262
13. Proficiency in the translation of the I.D.I. data into individualized instructional programs as demonstrated by the writing of three different I.D.I. reports.	260		262, 262, 261
14. The ability to delineate, describe, and compare various preschool and primary level instructional models.	261		267, 261
15. The ability to delineate and describe the curricula areas of the special education early childhood classroom.	261	260	262, 262, 266
16. The ability to translate psycho-educational assessment data into operational instructional objectives for the children at our demonstration centers.	261		260, 262, 262
17. The ability to translate operational instructional objectives into appropriate instructional activities as demonstrated in the designated demonstration centers.	261		262, 262
18. The ability to collect or make appropriate teaching materials in the service of instructional activities as demonstrated in the designated demonstration centers.	261		262, 262
19. The ability to design and execute individualized instructional activities for the child who is the subject of your case study.	261		266, 260, 268
20. The ability to integrate all facets of "your" child's psycho-educational assessment, instructional program, family dynamics, and future educational recommendations as evidenced by a comprehensive case study.	all courses		
21. The ability to delineate, describe, and relate to special education specific psycho-social constructs germane to successful human interaction and essential to the teaching/learning relationship.	268		266, 261, 252, 262
22. The ability to delineate and describe types of operational roles in early childhood special education.	267		262, 262
23. The ability to describe various early childhood special education roles in relation to role qualifications and role expectations.	267		
24. The ability to identify and describe specific counseling models.	306		252, 262
25. The ability to delineate and describe the diagnostic and therapeutic techniques of the life space interview process.	306		262, 262
26. The ability to use appropriate life space interview techniques in the service of nursing individual children's needs.	306		262, 262
27. The ability to design a Family Education Program for an Early Childhood Special Education site.			262, 262
28. The ability, demonstrated by internship performance, to integrate and translate total program content into facilitating teacher/child interaction.	222		262, 260
29. The ability, demonstrated by internship performance, to interact with fellow professionals in a competent and knowledgeable manner.	262	267	262, 260, 306

C. Personnel

The Special Education/Early Childhood Program is one program in the Department of Special Education, one of three departments of the School of Education and Human Development at the George Washington University. The program is directed by a coordinator, and guided by the Chairperson of the department. Program personnel consist of seven primary teaching staff, three full-time support staff, as well as part-time and adjunct staff.

The following chart describes the staff and their primary responsibilities (for specific course responsibilities in 1978-79.)



D. Budget

Federal Funds

*1. Direct Student Support
$120,000.00

*2. Instructional Materials
$ 3,000.00

*3. Program Staff
$ 20,000.00

4. Secretarial Assistance/ Office Supplies
$ 800.00

5. Publicity & Promotion
$ 500.00

6. Travel
$ 4,000.00

Total Federal $158,300

G.W. Funding

7. Primary Staff
$120,000.00

8. University Support
$ 30,000.00

Total G.W. $150,000.00

TOTAL FUNDS: $308,300.00

The budget of the Special Education/Early Childhood Program has as its primary focus the direct support of students. Twenty-nine students receive tuition and fees for the thirty-nine (39) semester hour program. Additional budget items reflect the field-based design of the program: Instructional Materials (2), and Program Staff (3) (graduate research and administrative assistants aid in program administration, research activities, arrange staff visits, staff the Media Center, etc.); Secretarial Assistance/Office Supplies (4); Publicity & Promotion (5); Travel (6) includes staff participation in national conferences; and Primary Staff (7) reflects salaries.

*Denotes budget item expenditures in direct service to students.

The student is the focus of this budget, both in the direct form of tuition and fees as well as the many indirect supports provided by the materials and staff available in the program. This central concern is supported by university funds as well as funds from the Bureau of Education for the Handicapped (B.E.H./H.E.W.)

E. Contribution to the Improvement of Teacher Education

During the last five years, the Special Education/ Early Childhood staff has influenced the education community at large through presentations of a variety of workshops, panel discussions, and open forums at local, regional, and national levels. Among the many presentations focusing on teacher education were:

CEC (Atlanta) April 1977	"Can This Marriage Be Saved? or How to Maintain the Essential Balance Between Service and Training in Teacher Education"
AAMD (Chicago) May 1976	"A Model for Cooperative Service Delivery for Young Developmentally-Delayed Childr[illegible]."
CEC (Chicago) April 1976	"Does the University Produce What the Educational System Needs?"

Our audiences have affirmed our ability to educate and influence by continuing to request our program materials. We receive numerous requests for program information from teachers, administrators and college professors, as well as requests for the three year report, Together, published in 1977 . At the termination of

the last CEC National meeting in Kansas City (May, 1978), we left with a long list of professional colleagues interested in more information about the Special Education/Early Childhood Program, confident that what we do is creative and effective preparation of special education professionals.

We are excited by the response of our colleagues to our program materials. We are responsive to their requests for technical assistance as well as consultative support. This past year program staff provided direct program assistance to special education training programs in New Jersey, Colorado and Massachusetts. In addition, direct program support in the area of teacher education at the college and university level has been provided on an international level--i.e., Peru, Colombia and Barbados. The response to our efforts in this area has been highly favorable.

Graduates of this program provide an additional indicator of the impact of this program on teacher education. Our graduates hold leadership positions in international special education training programs, university special education programs and public school staff development programs. This has enabled us to contribute to teacher education on both pre-service and in-service levels.

A new venture in the area of in-service and outreach to regular education teachers and principals has been the creation of our "mini-program". Available as a result of B.E.H. funding, the mini-program was a partnership effort with an L.E.A. specifically designed to bring participants skill and insights into Early Childhood Special Education. The four courses spoke to the question 'how can regular education employ resources to better serve it's exceptional child.' The mini-program is a direct response to the dictates of P.L. 94-142. The response from both the students and the L.E.A. administrators has been overwhelmingly favorable. An additional mini-program is currently underway with more proposed for 1979-1980.

An ongoing focus of the Special Education/Early Childhood Program has been the creation, development and refinement of materials and instruments of measurement. Some of these aid teachers of handicapped children in their direct service role; some aid teacher trainers in their teaching and research efforts; and some interface both the training and service roles. These materials and instruments were developed with the support of the Bureau of Education for the Handicapped.

In the area of assessment:

- an instrument critique
- an instrument analysis
- guidelines for diagnostic interview
- informal diagnostic interview report schedule
- emotional and social behavior checklist
- developmental descriptors utilized in report writing

In the area of development and etiology:

- composite developmental scales, ages 0-8
- site visit evaluation and analysis formats
- objectives about what to look for when observing

In the area of programming:

- task analysis formats
- instructional activity formats

In the area of language:

- a scale to measure the development of receptive and expressive language
- formats for exploring both channels of language disability and accompanying remedial techniques
- a scale to measure the acquisition of language
- a system for evaluating instructional materials

In the area of teacher training, preliminary process, and product evaluation:

- Special Education/Early Childhood Rating Scale
- The Ives Psycho-Social Assessment Scale
- The Special Education Early Childhood Achievement Test
- The Complementary (Resource) Teacher Program Achievement Test
- Formalized course evaluation format
- Course syllabus format
- Teacher Competency Based Evaluation Scale (T-CUBES)
- Delineative Interview Schedule and Conference Manual

Our research and instrument development efforts are contributing to methodological improvements in teacher education. We have acquired hard data indicating the efficacy of the non-categorical approach to the training of early childhood special educators.

All of the above-mentioned efforts constitute a contribution to the improvement of teacher education. Most importantly, however, we have developed a model for the integration of field practice and multi-disciplinary field theory that has much to offer our colleagues.

F. Evaluation Methods and Results

The Special Education/Early Childhood Program is concerned and engaged in the following three dimensions of Program Evaluation:

1. Preliminary Evaluation (Screening)
   a. Use of the Interview Rating Scale by two different staff members
   b. Use of Ives Scale
   c. Quality Point Average (Q.P.I.)
2. Process and Product Evaluation of Trainee
   a. Pretest/Posttest Design Measuring Affect Variables (COPE)
   b. Pretest/Posttest Design measuring Cognitive Variables (SEECAT)
   c. Total Program Performance ranking measuring cognitive and affective growth (TPP)
3. Product Evaluation of Graduate
   a. Dissemination of Administrative/Supervisory Product Evaluation Questionnaire to Employers
   b. Administration of T-CUBES Instrument to stratified sample of graduates
   c. Informal feedback from field

This section speaks to the intent of the instruments utilized in the program evaluation model and the interpretation of the data gathered.

The ability of the screening process to effectively predict program success for its students has long been a program concern. Over the period 1975-1978 two screening process variables were found to be significantly correlated with total program performance (TPP) as measured by an independent ranking of all students by all primary staff (N=7). Those three variables include the Interview Rating Scale, a formalized intake Likert-type scale based upon information gathered in two personal interviews with staff members and the Ives Scale, a paper-and-pencil measure of sensitivity to the psychodynamic data in the classroom.

Since 1973 this program has utilized a pretest/posttest design to evaluate the growth and change of the trainees in both the affective and cognitive domains. An affective evaluative instrument, the Coping Operations Preference Inquiry (COPE) has validated our success in changing certain attitudinal variables. Significant pretest/posttest gains in the special education knowledge base have been overwhelmingly demonstrated ($p < .001$) over the past four years through the administration of the Special Education Early Childhood Achievement Test (SEECAT), a test which measures the attainment of program instructional objectives.

The evaluation of a training program by its trainees is an integral part of any effective training process. In the past four years we have gathered extensive written evaluation data from our students and have utilized this data in program refinement. A summary of this data follows:

Internal Informal Evaluation (1974-1978)

Years	# of Factors Evaluated	# of Factors Receiving Significant Positive Scores	# of Factors Receiving Significant Negative Scores	# of Revisions Based Upon Negative Feedback
1974-75	308	275	33	27 (81%)
1975-76	338	326	12	10 (83%)
1976-77	340	321	19	15 (79%)
1977-78	350	330	20	16 (80%)

Inspection of the data in the table above indicates a clear trend on the part of program staff to incorporate revisions suggested by trainees into the training sequence. Further, it is clear that our trainees evaluate positively an overwhelming number of the experiences to which they have been exposed while in the program.

Our program continues to be concerned with the product, i.e., the graduates of our program. In the spring of 1976 and the spring of 1978 a questionnaire was directed to the administrator or supervisor who had direct responsibility for the performance of our post graduates. Ninety-eight our of one hundred and eighty two questionnaires were returned. An analysis of the data follows on the next page.

Results of Administrative/Supervisory
Product Evaluation Questionnaire
N=65 1975-78

	Outstanding	Above Avg.	Avg.	Poor
Professional Expertise	58%	40%	1%	1%
Interpersonal Relations	66%	25%	9%	—
Classroom Performance	60%	32%	7%	1%
Level of Commitment	73%	26%	1%	—

An ongoing focus of the Special Education/Early Childhood program has been the creation, development and refinement of instruments of measurement for both the training and service roles. These instruments include an assessment of program content acquisition; the Interview Schedule, assessing the match of student to program; the Ives Psycho-Social Assessment Scale, assessing sensitivity to psycho-social dynamics and used as a predictor of success in the program; the T-CUBES (Teacher Competency Based Evaluation Scale), assessing teaching performance; and the Delineative Interview Schedule and Conference Manual.

For the past five years we have been gathering relevant research data which we feel brings us a clarity of purpose in both the selection of future teachers and in the design of best possible mechanisms for their preparation. The Special Education/Early Childhood Program is challenged to continue it's present leadership role and strives for no less than excellence.

APPENDIX A

PROGRAM COURSE DESCRIPTIONS

Summer Semester

Education 295 - RESEARCH METHODS AND PROCEDURES.....3

Special Education 265 - FIELD EXPERIENCE WITH MULTIPLY HANDICAPPED AND DEVELOPMENTALLY DISABLED YOUNG CHILDREN.....3

(previous teaching experience required)

The purpose of this course is to introduce the neophyte Early Childhood Special Educator to the "real world" of the Early Childhood Special Education classroom. Instructional experiences are designed to offer an overview of the multi-dimensions and multi-concerns of the Early Childhood Special Education. This course offers a foundation to the more complex insights and skills of the Special Education/Early Childhood Masters Program.

Fall Semester

Special Education 260 - DEVELOPMENTAL ASSESSMENT OF YOUNG EXCEPTIONAL CHILDREN.....3

The purpose of this course is to provide instructional experiences that will bring:

1) knowledge of the theoretical concepts of psycho-educational assessment
2) clinical experience in the formal psycho-educational assessment process
3) proficiency in the informal psycho-educational assessment process - Informal Diagnostic Interview (I.D.I.)

Special Education 261 - PRACTICUM: METHODS AND MATERIALS FOR YOUNG EXCEPTIONAL CHILDREN.....6

The purpose of this course is to provide instructional experiences that:

1) expose the student to pre-school and primary grade models of instruction
2) provide knowledge of the pre-school and primary curriculum
3) provide opportunitites to design and use relevant special education/early childhood instructional materials
4) emphasize the art and science of teaching the exceptional young child.

This course is a clinical experience taught in our field-training sites. Each student spends six (6) weeks in each of two sites, approximately ten (10) hours per week on site. This course has four dimensions:

1) inspection of theoretical foundations of Special Education/Early Childhood
2) inspection of methodological techniques of Special Education/Early Childhood
3) design and utilize instructional materials
4) generalize specific classroom data through seminar sessions with clinical professors.

Special Education 266 - THE DEVELOPMENT OF LANGUAGE IN THE YOUNG EXCEPTIONAL CHILD.....3

The purpose of this course is to provide the student with a general overview of:
1) the language process and the normal development sequence of language acquisition
2) assessment, programming and remedial techniques for children with language disabilities.

Special Education 268 - THE DEVELOPMENT OF YOUNG EXCEPTIONAL CHILDREN WITH EMPHASIS ON HANDICAPPING CONDITIONS.....3

The purpose of this course is to examine in depth the development of young exceptional children and the specific nature of handicapping conditions. Among the course objectives are:
1) The ability to delineate and describe the course of normal child development
2) the ability to relate child growth and development to the exceptional child
3) the ability to identify, describe and categorize the broad range of handicapping conditions of early childhood
4) the ability to identify developmental levels as determined by task accomplishment.

Special Education 269 - MULTI-DISCIPLINARY THEORY IN SPECIAL EDUCATION.....3

The purpose of this course is to provide the student with the knowledge of specific psycho-social constructs germane to successful human interaction and essential to the teaching/learning relationship. The objective of this course is the ability to delineate, describe and relate to special education specific psycho-social constructs as conceptualized in assigned readings. This course is unique in that it is a "seminar" in the true sense of the word. Each session will be designed and implemented by the students (under the guidance of the instructor).

Spring Semester

Special Education 262 - SEMINAR IN THE EDUCATION OF YOUNG EXCEPTIONAL CHILDREN.....3

The intent of this course is to offer a weekly forum in which the concerns, experiences, and interests generated by the internships are expressed by students. Program staff offer guidance, support, and serve as as continuous resources to the students to help organize the barrage of stimuli of the internship.

This seminar is an intimate learning experience shared by approximately 10 to 15 students. University staff make weekly two-hour visitations. A weekly two-hour group session is held. The subtle and illusive dynamics of the teaching-learning situation provide the content of seminar sessions. University program staff tie educational theory to the reality of the educational process.

Special Education 292 - PROFESSIONAL INTERNSHIP IN THE EDUCATION OF YOUNG EXCEPTIONAL CHILDREN.....9

The intent of this internship is to provide an intense experience in the various special education early childhood roles. This internship will prepare students to assume the responsibilities of the special education early childhood classroom teacher. Site staff and university staff "compulsively" supervise interns. University staff visit each intern once a week for two hours. The first hour is spent in observing student performance. The second hour is spent in a comprehensive feedback session. This internship is the opportunity for students to synthesize and integrate total program content.

The internship is a completely individualized experience. The practicum placements are determined by: 1) the student's past professional experiences; 2) program performance to-date; and 3) future professional goals.

Special Education 273 - SEMINAR FOR THE SPECIAL EDUCATION STRATEGIST INTERN.....3

The intent of this course is to offer a weekly/biweekly forum in which the concerns, experiences, and interests generated by the consultative nature of the strategist internship are expressed. Students are grouped dependant upon their role as a strategist. This role may be system-based or school-based. Program staff offer guidance, support, and continuous resources to the students to help organize the barrage of stimuli of the internship.

This seminar is an intimate learning experience shared by 10 to 15 students. The needs and interests generated by internship experiences determine seminar content. The subtle and illusive dynamics of the various situations in which the strategists find themselves remains a primary focus in the group session.

Special Education 293 - PROFESSIONAL INTERNSHIP FOR THE SPECIAL EDUCATION/EARLY CHILDHOOD STRATEGIST...9

The intent of this internship is to provide an intense experience in the various special education early childhood roles. This internship will prepare students to assume the responsibilities of supervision and coordination associated with the special education early childhood strategist role. Site staff and university staff visit each intern once a week for two hours. The first hour is spent observing student performance. The second hour is spent in a comprehensive feedback session. This internship is the opportunity for students to synthesize and integrate total program content.

The internship is a completely individualized experience. The practicum placements are determined by: 1) the students' past professional experiences, 2) program performance to-date, and 3) future professional goals.

Special Education 267 - THE EARLY CHILDHOOD SPECIAL EDUCATOR: A SURVEY OF ROLES AND SERVICES.....3

This course examines the field of special education with emphasis on current issues, professional roles, and philosophies relevant to the delivery of early childhood special education services.

Special Education 306 - THE DYNAMICS OF FAMILY INTERVENTION: THEORY AND PRACTICE IN SPECIAL EDUCATION.....3

The purpose of this course is to present theoretical foundations and clinical techniques necessary for the successful counseling of parents of handicapped children by the Early Childhood Special Educator.

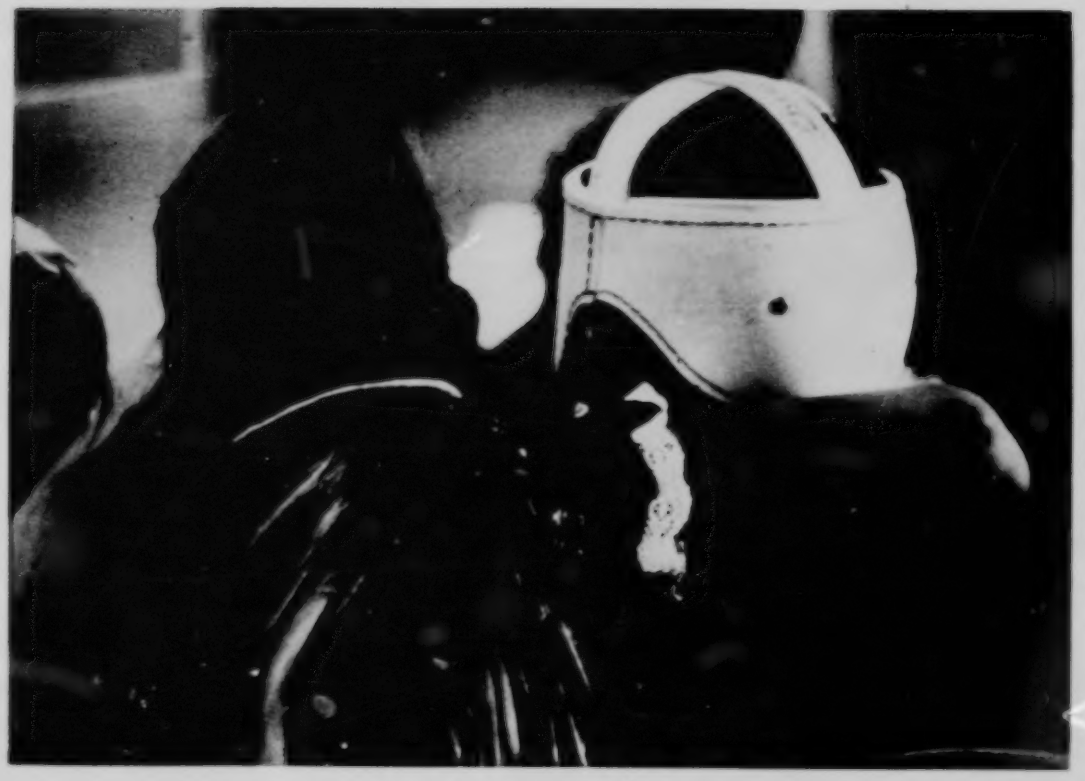
In Instructional experiences are designed to bring students:

1) empathy as they guide parents of handicapped children, and
2) technical skills of counseling as related to special education concerns.

APPENDIX B

"Together..." A Three-Year Report

together....



The Special Education/Early Childhood Program
The George Washington University:
A THREE YEAR REPORT

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together.....

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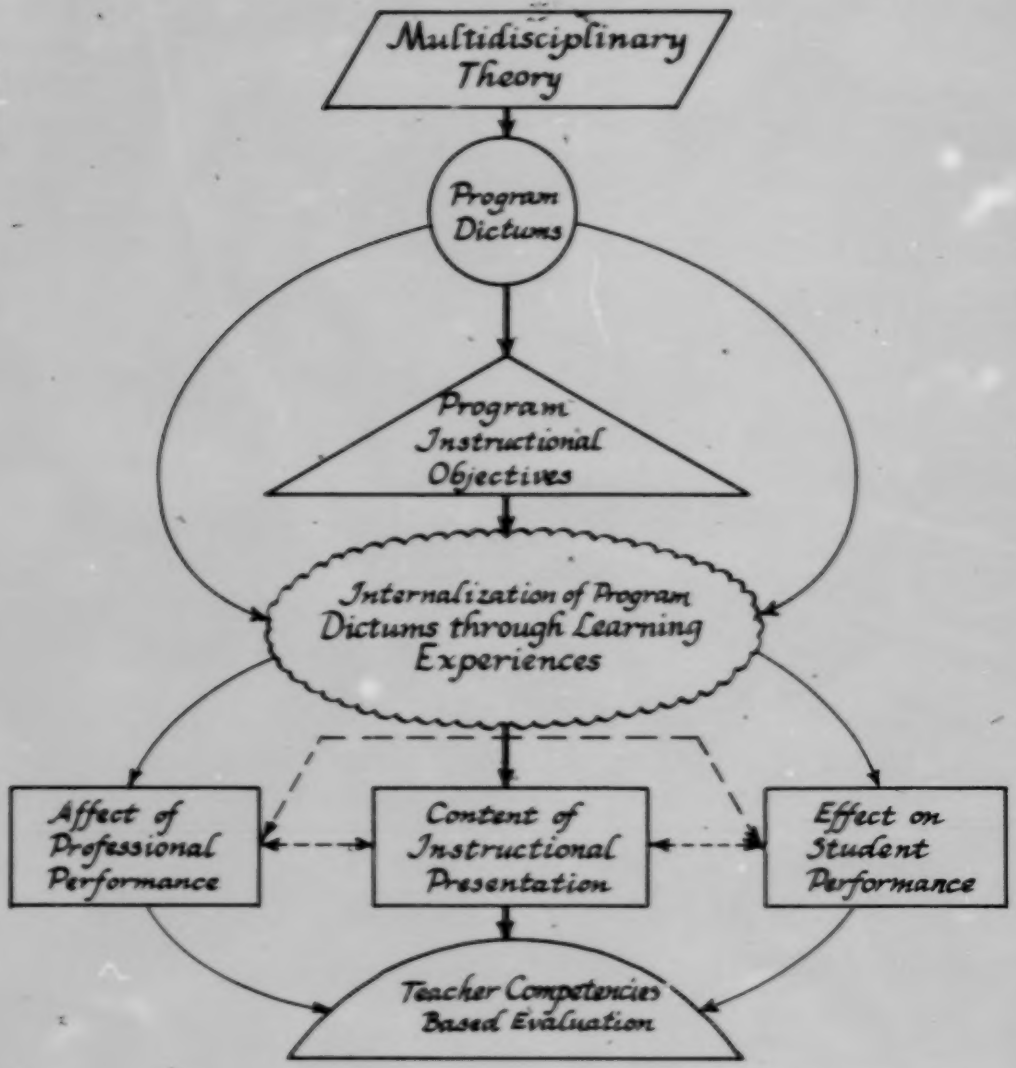
A Three Year Report 1974-1977

Genesis And Flow Of The George Washington University
Special Education/Early Childhood Master's Program



WE BEGAN . . .

training professional personnel to meet the educational challenge of young handicapped children as early as 1965. In that year Dr. Bertice Cornish was awarded a planing grant from the Bureau of Education for the Handicapped to design a training program at the masters level. The tap roots of our present (1977) program can be traced through the evolutionary stages of this twelve year period. Milestones during this period are:

1965
Initial planning grant

1966
Implementation of program for
crippling and other health impaired young children

1970
Conceptualization of Early Childhood Special Education as a separate discipline

1971
Total commitment to a non-categorical training and services model

1973
Conceptualization/implementation of Field Based Teacher Training Model

1974
Conceptualization/implementation of Primary Resource Role and Strategist Role

1976
Conceptualization of Pediatric Educator Role

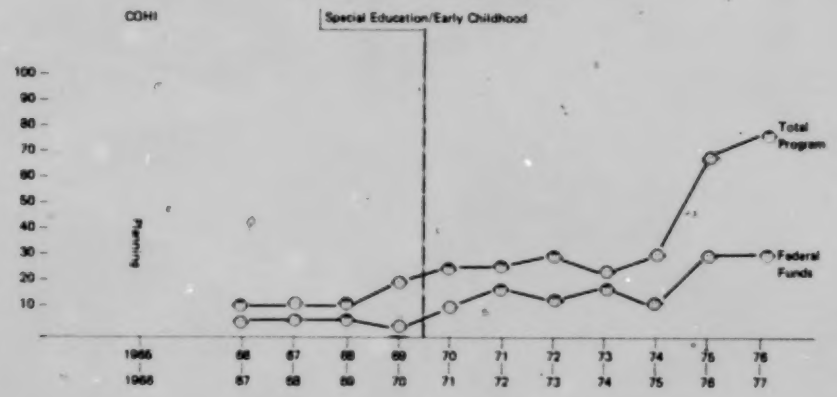
1977
Refined/Defined/Total program emphasis one of: "Program function as opposed to Child Dysfunction"

WE BEGAN WITH A NEED . . .
the need to serve the high risk and at risk child. We continue to respond to that need.

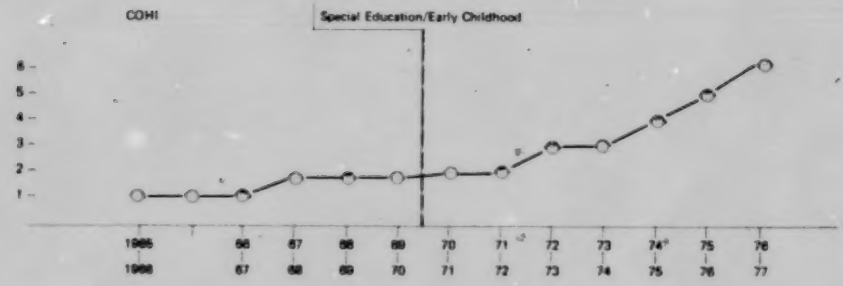
We produce professionals of excellence who serve children as teachers and leadership personnel in a myriad of professional roles.

The charts below illustrate the growth of our training program in response to this need.

Special Education/Early Childhood
Program Graduates



Special Education/Early Childhood
Full Time Staff



WE BELIEVE . . .

DICTUMS

1. *Programs are people committed to constructive change*
2. *Teaching is a function of attitudinal set and perceptual style*
3. *Teaching is primarily a field of social inter-relationships*
4. *All behavior is purposeful and motivated*
5. *The role of the teacher is to be a raiser of self concepts*
6. *Behavior is patterned, stable and predictable*
7. *Decisions should be based on the needs of children*
8. *Communicated expectations can govern behavior*
9. *To teach is to be involved in an ongoing diagnostic process*
10. *The presenting self is but the self that has most consistently protected us from fear and hurt, look for the child underneath*
11. *There is no freedom without discipline*
12. *Discipline is a function of the interest in the activity and the interpersonal relationship*
13. *Learning is a function of task analysis and the depth of the human relationship*
14. *Teaching demands central issue clarity*
15. *If the child is not learning, the teacher is not teaching*
16. *Reflective teaching demands that the learner be kept perplexed, just short of frustration*
17. *There is no growth without pain*

WE VALUE...

a teacher whose teaching activities and interactional styles reflect an established set of educational values.

We believe that children deserve teachers who have looked perceptively inward and who can then look *helpfully* outward. We believe that children deserve to learn according to their own agendas from teachers who creatively and clearly guide that learning. We believe that children deserve emotionally honest communications from teachers who unconditionally respect children. We believe that there is a need for teachers to be superbly prepared to teach handicapped preschool and primary school aged children. We believe that there is a need for Special Education Strategists who are prepared to offer guidance and consultation to teachers of young handicapped children. Our belief is that all children have the right to learn. We believe that all children can learn and that a teacher must creatively utilize all necessary resources to promote that learning. Our teacher training proceeds from a "non-categorical" frame of reference. We emphasize a developmental framework. We believe that a teacher teaches to a child's strengths or a teacher serves *children*, not handicaps. We train a teacher who realizes that no separate psychology exists for handicapped children: a teacher who appreciates the generalizability of pedagogical and psychological theory. Our training process promotes categorical expertise within a noncategorical frame of reference.

We believe that only a special kind of person can become this kind of teacher. Through our rigorous and comprehensive student selection process, we search for the kind of person who will become this kind of teacher.

WE VALUE...

an educational philosophy which yields decisive educational value judgments. Education has been weakened by the failure of so many of its leaders to take a firm philosophical stance. We do not suffer from this educational malaise. We value a developmental view of children. The onus to teach and to guide is on the teacher.

We believe that there is less than development of potential without structure and function clearly defined. We believe that love is essential for learning and that beauty and respect are a child's due. We believe that loving another is predicated upon loving oneself. We value commitment revealed through action—"what a teacher is...is more important than what a teacher teaches."

The preceding dictates that we seek a "certain" student...a "certain" syndrome of strengths...a "certain" life orientation. We value, with Piaget and Combs, the essential "fit" of the learner **and** the learning environment. We value a trainee who brings to our efforts those perceptions and attitudes that reflect similar educational value judgments.

WE VALUE . . .

1. a student with a "life commitment" to the field of special education.

2. a student with professional experience as well as the student with the potential to become the superb teacher.

3. a student whose philosophy and commitment matches that of the staff.

4. a student with a high energy level.

5. a student who brings intellectual curiosity toward self and profession.

6. a student with well-differentiated goals and realistic expectations.

7. a student whose presenting self reflects confidence.

We value a student who is a unique person; a person of integrity "without sharp edges who will not break easily."

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WE CARE . . .

about our students as we hope they will "care" about their students. To "care" is to assess strengths, to formulate long range and short range instructional objectives, and to implement instructional programs. This caring process remains equally true as we guide our masters students and as our students guide their students. To teach is to enter another's life space. To teach is to touch another's inner thoughts, inner wishes, inner fears. This remains as true at the graduate level as at the nursery school level.

We care about fit of student to program. We are committed to a product of excellence and we invest heavily—time, energy, and psychic effort in our students. Our students hopefully will return this investment by their contribution to the field. Our students care for each other. We have structured our program so that caring is transferred and students grow from student/student interaction as indeed they grow from student/child and student/professor interaction.

We care about and are concerned with our graduate in the years following graduation. Our Alumni Advisory Council taps the professional opinions of graduates in the service of program refinement. In the spring of each of the last two years, Bureau of Education for the Handicapped funds have allowed us to bring past graduates back to both give additional input and support to them and give us additional input into the strengths and weaknesses of the training process. Our "follow-up" course is just one of many avenues that our staff utilizes in continuing to advise and consult with program graduates as they progress professionally.

TO CARE IS:

To Act

To Support

To Avail

To Involve

To Confront

42

WE SELECT . . .

students with characteristics that we value. The following procedures are utilized in the screening of applicants. All applicants are interviewed by a minimum of two staff members. The interview process provides the opportunity for the applicant to learn about the program and the staff to learn about the applicant. The following schedule guides the interviewer:

INTERVIEW SCHEDULE

I. Program demands high energy level

II. Definitions
   - A. Early Childhood Special Education emphasizes ages 2-8
     1. description of field based training populations
     2. description of field based practitioner model
     3. non-categorical philosophy
     4. strategist role (prerequisite 2 years teaching experience)

III. Fellowship information

IV. Certification information

V. Share current student's phone number (provide good match where possible)

During the interview process, the Ives Psycho-Social Scale is administered to all applicants. The Ives Scale measures sensitivity to psychodynamic information of the classroom. After each interview the staff member completes a Likert-type Rating Scale for Applicants designed to assess program fit.

Based upon an evaluation of rating scale data, grade point average, and letters of reference, an admittance decision is reached by program staff.

A further requirement is added to the admission process for students with minimal teaching experience. This entails a three week summer practicum with young handicapped children. This experience insures "goodness of fit" between program and student.

All special education candidates are not "good" candidates for the rigorous and single-mindedness of this program. One of our primary tasks in teacher preparation, according to Combs, is to help inappropriate candidates "exit gracefully" from the training process. We execute this task with "care." However, the success of our screening process is illustrated by the fact that 99% of our Master's students have completed the program over the last three years.

WE LEARN . . .

as we teach. The intent of the Special Education/Early Childhood program is the preparation of quality educators who service special education needs of developmentally handicapped young children. The training sequence provides for preparation of special educators of excellence who serve in either direct teaching roles or as early childhood special education strategists.

Program content consists of field and course experiences designed to bring students insight and knowledge in the areas of:

1. the development of young exceptional children;
2. handicapping conditions of early childhood;
3. identification and assessment procedures in early childhood special education;
4. clinical teaching of developmentally disabled young children;
5. alternative models of service to the young developmentally disabled child.

The program consists of thirty-nine (39) graduate credit hours presented in one year and one summer of full-time academic study. More than fifty percent of student instructional time is spent in the field. The "intent" of the program has been translated into action-based-empirically relevant activities.

Summer Semester

Educ. 295— Research Methods and Procedures	3
*SpEd. 265— Field Experience with Multiply-handicapped and Developmentally Disabled Young Children	3
	3/6

Fall Semester

SpEd. 260— Developmental Assessment of Young Exceptional Children	3
SpEd. 261— Practicum: Methods and Materials for Young Exceptional Children	6
SpEd. 266— Development of Language in the Young Exceptional Child	3
SpEd. 268— Development of Young Exceptional Children with Emphasis on Handicapping Conditions	3
SpEd. 269— Multi-Disciplinary Theory in Special Education	3
	18

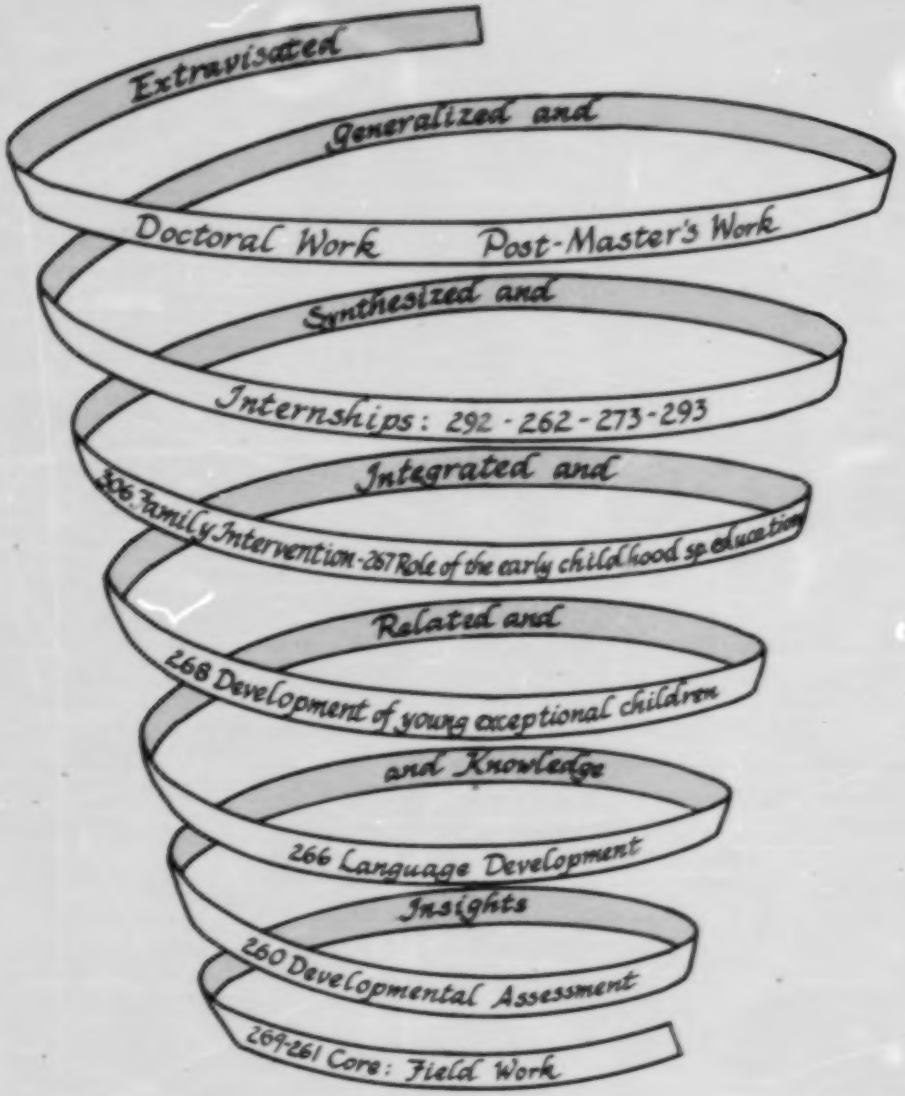
*based on teaching experience

Spring Semester

SpEd. 262/273—Seminar in the Education of Young Exceptional Children	3
SpEd. 267— The Early Childhood Special Educator: A Survey of Roles and Services	3
SpEd. 292/273—Professional Internship in the Education of Young Exceptional Children	9
SpEd. 306— Dynamics of Family Intervention: Theory and Practice in Special Education	3
	18
	Total 39/42

The experiences in this training program are sequential, integrated and generalized. For some students, this requires additional coursework beyond the thirty-nine hours of the program in order to acquire prerequisite educational competence. For others, it involves highly individualized experiences to correspond to a particular student desire. This integration of the didactic and practical allows for the growing insights and skills, which John Dewey refers to as the "spiral of learning."

The
Spiral
Of
Learning



COURSEWORK

Special Education 260 — THE DEVELOPMENTAL ASSESSMENT OF YOUNG EXCEPTIONAL CHILDREN

The purpose of this course is to provide instructional experience that will bring:

(1)knowledge of the theoretical concepts of psycho-educational assessment.

(2)clinical experience in the formal psycho-educational assessment process.

(3)proficiency in the informal psycho-educational assessment process - Informal Diagnostic Interview (I.D.I.)

Special Education 261 — PRACTICUM: METHODS AND MATERIALS FOR YOUNG EXCEPTIONAL CHILDREN

The purpose of this course is to provide instructional experiences that:

1. expose the student to pre-school and primary grade models of instruction
2. provide knowledge of the curriculum
3. provide opportunities to design and use relevant special education/early childhood instructional materials
4. emphasize the art of teaching the exceptional young child.

This course is a clinical experience taught in our field-training sites. Each student spends seven (7) weeks in each of two sites, approximately ten (10) hours per week on site.

This course has four dimensions:

1. inspection of theoretical foundations of Special Education/Early Childhood
2. inspection of methodological techniques of Special Education/Early Childhood
3. plan, design, and implement instructional materials
4. generalizability of specific classroom experiences through seminar with the clinical professor.

Special Education 266— THE DEVELOPMENT OF LANGUAGE IN YOUNG EXCEPTIONAL CHILDREN

The purpose of this course is to provide the student with:

(1)an overview of the language development process

(2)techniques for assessment of and programming for delayed and disordered language in children.

Special Education 267— THE EARLY CHILDHOOD SPECIAL EDUCATOR: A SURVEY OF ROLES AND SERVICES

The purpose of this course is to familiarize the student with the spectrum of professional roles available in early childhood special education. This course will emphasize role expectations and psycho-social dynamics of the various settings.

Special Education 268— THE DEVELOPMENT OF YOUNG EXCEPTIONAL CHILDREN WITH EMPHASIS ON HANDICAPPING CONDITIONS

The purpose of this course is to examine, in depth, the development of young exceptional children and the specific nature of handicapping conditions. Among the course objectives are:

(1)to delineate and describe the course of normal child development.

(2)to identify, describe and categorize the broad range of handicapping conditions of early childhood.

Special Education 269 — MULTI-DISCIPLINARY THEORY IN SPECIAL EDUCATION

The purpose of this course is to provide the student with the knowledge of specific psycho-social constructs germane to successful human interaction and essential to the teaching/learning relationship.

The Media/Resource Center and meeting place that supplements and complements program coursework.

Special Education 265— **FIELD EXPERIENCE WITH MULTIPLY HANDICAPPED AND DEVELOPMENTALLY DISABLED YOUNG CHILDREN**

The purpose of this course is to introduce the neophyte Early Childhood Special Educator to the "real world" of the Early Childhood Special Education classroom. Instructional experiences are designed to offer an overview of the multi-dimensions and multi-concerns of Early Childhood Special Education. This course serves as a foundation to the more complex insights and skills of the total Special Education/Early Childhood Master's Program.

Special Education 306— **THE DYNAMICS OF FAMILY INTERVENTION: THEORY AND PRACTICE**

The purpose of this course is to present theoretical foundationsand clinical techniques necessary for the successful counseling of parents of handicapped children by the Early Childhood Special Educator.

Instructional experiences are designed to bring students:

1. empathy as they guide parents of handicapped children,
2. technical skills of counseling as related to special education concerns.

Special Education 292 — CLASSROOM-BASED INTERNSHIP

The intent of this internship is to provide an intense experience in the various special education early childhood roles. This internship will prepare students to assume the responsibilities of the special education early childhood classroom teacher. Site staff and university staff "compulsively" supervise interns. University staff visit each intern once a week for two hours. The first hour is spent in observing student performance. The second hour is spent in a comprehensive feedback session. This internship is the opportunity for students to synthesize and integrate total program content.

The internship is a completely individualized experience. The practicum placements are determined by: (1) the students' past professional experiences (2) program performance to date, and (3) future professional goals.

Special Education 262 — CLASSROOM-BASED SEMINAR

The intent of this course is to offer a weekly forum in which the concerns, experiences, and interests generated by the internships are expressed by students. Program staff offer guidance, support, and continuous resources to the students to help organize the barrage of stimuli of the internship.

This seminar is an intimate learning experience shared by 10 to 15 students. University staff make weekly two hour visitations. A weekly two hour group session is held at different practicum sites of the participating students. The subtle and illusive dynamics of the teaching-learning situations provide the content of seminar sessions.

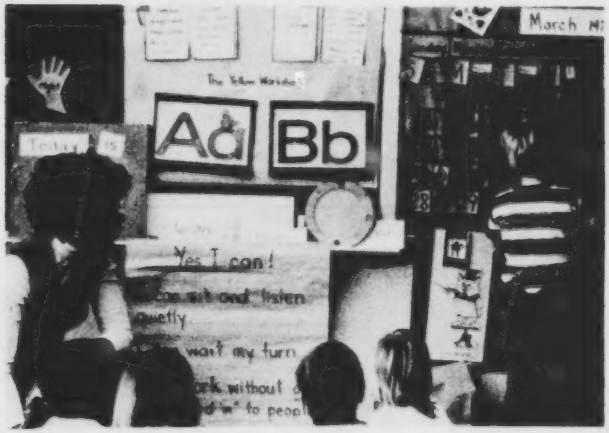
University program staff tie educational theory to the reality of the educational process.

Special Education 293— **STRATEGIST INTERNSHIP**

The intent of this internship is to provide an intense experience in the various special education early childhood roles. This internship will prepare students to assume the responsibilities of supervision and coordination associated with the special education early childhood strategist role. Site staff and university staff "compulsively" supervise interns. University staff visit each intern once a week for two hours. The first hour is spent in a comprehensive feedback session. This internship is the opportunity for students to synthesize and integrate total program content.

The internship is a completely individualized experience. The practicum placements are determined by: (1) the students' past professional experiences; (2) program performance to date; and (3) future professional goals.

The special education early childhood strategist may function at various professional levels. That is, the strategist may be placed as an interventionist at the school, agency, system, state, or federal level.



Special Education 273— **STRATEGIST SEMINAR**

The intent of this course is to offer a weekly forum in which the concerns, experiences, and interests generated by the consultative nature of the strategist internship are expressed. Students are grouped dependent upon their role as a strategist. This role may be system based or school based. Program staff offer guidance, support, and continuous resources to the students to help organize the barrage of stimuli of the internship.

This seminar is an intimate learning experience shared by 10 to 15 students. The majority of the content is based upon individual weekly visits made by the supervisor to the strategist's internship site. The needs and interests generated by internship experiences determine seminar content. The subtle and illusive dynamics of the various situations in which the strategists find themselves remains a primary focus in the group session.

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The major portion of instructional experiences are field-based. Our goal is to create a "felt" need in our students. We believe that only by being faced with demanding children, will graduate students "demand" proficiency from themselves. Our field work creates that demand. Our plan is to balance the "demand" of the field with the "supply" of academic information presented. This allows both our staff and students to truly "live" the "learning by doing" process, in which we strongly believe.

Program Analysis: Field Based/University Based

Course #	Practicum	Field Exp.	Observation	Workshop	Seminar	Lec/Disc.
260 (3)		43%		11%		46%
261 (6)	73%			5%		22%
266 (3)		11%		40%		49%
268 (3)			28%			72%
269 (3)				33-1/3%	33-1/3%	33-1/3%
262 (3)						
/273 (3)					65%	35%
292 (9)						
/293 (3)	100%					
267 (3)				15%		85%
306 (3)				34%		66%
Ed. 295*						100%
39 hrs.						
	60%	3%	2%	69%	4%	25%
	65% Field Based			35% University Based		

Program Analysis: Student Hours*

Course #	Practicum	Field Exp.	Observation	Workshop	Seminar	Lec/Disc.
260		21 hrs		6 hrs		24 hrs
261	96 hrs			6 hrs		30 hrs
266	13 hrs			6 hrs		20 hrs
268			15 hrs			39 hrs
269				13 hrs	13 hrs	13 hrs
262/273					30 hrs	9 hrs
292 (9)						
/293	520 hrs					
267				6 hrs		33 hrs
306				13 hrs		26 hrs
Ed. 295						39 hrs
Totals	616	34	15	50	43	233
991 Total Hours						

*Each week approximately 20 hours is required to complete assignments, readings, etc.

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WE LIVE . . .

We live "real" experiences with "real" children which facilitates the production of "real" educators.

A firm commitment to this field-based philosophy is exemplified by the core course, Special Education 261, Practicum: Methods and Materials for Young Exceptional Children. This program is totally integrated with direct service sites which become the core of our clinical training.

The professional staff of the field training sites are employees of their respective programs and adjunct staff in the university training program.

The field training sites provide experiences which demand a total "hands-on" teaching interaction. All students spend two mornings a week designing, developing, implementing, and evaluating teaching strategies for their assigned classes. Two of these 7-week experiences are required of the trainee before they may proceed to their 14-week spring internship.

WE LIVE...

Field training sites offer diverse experiential arenas in which "to live" means...

Students are assigned teaching groups, and are required to assess the children, to state instructional objectives, to plan lessons, make materials, and to teach.

Students interact, direct, and guide in "real" classroom environments.

The clinical professor spends one full day at the training site observing students in the "act" of teaching. The clinical professor provides constructive feedback and supportive guidance. In the service of sharpening teaching skills, the clinical professor probes and challenges students' perceptions in a weekly seminar.

Three major orientations—developmental, non-categorical, and teaching as an art and science—dictate field training experiences.

A Developmental Orientation

Developmental milestones have vivid meaning to our students. Field site participation allows students to view developmental levels from six months to ten years. This participation refuses to allow any other than a developmental frame of reference in teaching.

A Non-Categorical Orientation

Student participation on site allows intimate knowledge of the functional definition of such categorical handicaps as educable, mentally retarded, trainable mentally retarded, neurologically impaired, and emotionally disturbed. Textbook "nature and need" descriptions become children whose "deficits" and "syndromes" are translated into perplexing teaching challenges.

Teaching as a performing art becomes meaningful to students as they strive to gain and hold the attention of a most critical audience — children and clinical professor.

Teaching as a precision act becomes meaningful as students isolate a teaching objective, analyze a task, and bring a "central issue clarity" to the teaching episode.

The fall semester experiences are a prelude to the spring semester internship. The placement and supervision of interns are serious and time-consuming processes. In order to accomplish this successfully, the clinical professors establish contact with area school systems servicing young handicapped children. The match of the site with the goals and identified training needs of the student are the priority considerations for practicum site selection. In order to insure accuracy of match, each site is visited by both a clinical professor and a prospective intern. The site itself must provide adequate physical space and a child population from whom the intern will gain expertise. The site's philosophy must be compatible with that of the program and in agreement with its supervisory policy.

The following chart identifies the diverse populations with whom interns work:

THE GEORGE WASHINGTON UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
Special Education/Early Childhood
Internship Sites Utilized 1976-1977

SITE DESCRIPTION								HANDICAPPING CONDITIONS									
Child Population Site Description	Private	Public	[illegible]	Day	Pre-School	Primary	Age Range C.A.	Minimally Handicapped	Orthopedically Handicapped	Multiply Handicapped	Neurologically Handicapped	Emotionally Disturbed	Educable Mentally Retarded	Trainable Mentally Retarded	Learning Disabled	Severely & Profoundly Retarded	High Risk
Christ Church Child Center							4-5 yrs.										
Christ Child inst.							8-10 yrs.										
Glen Arden Woods							6-10 yrs.										
Lincoln Special Ch.							4-6 yrs.										
Suitland Spec. Ch.							5-8 yrs.										
DC Society for Crippled Children							6 mos. -8 years										
Woodlawn Elementary							3-5 yrs.										
Joseph Ballard Hith. Center							20-30 mos.										
Fort Stanton Elem.							4-9 yrs.										
P.G. Cty. Primary Resource Class							5-8 yrs.										
Montgomery County Primary Res. Cls.							5-8 yrs.										
Fairfax County Res. Cls.							5-8 yrs.										
Montgomery County Self-Contained							5-6 yrs.										
Forest Knolls Elem.							5-6 yrs.										
Wash. DC Headstart							5-7 yrs.										

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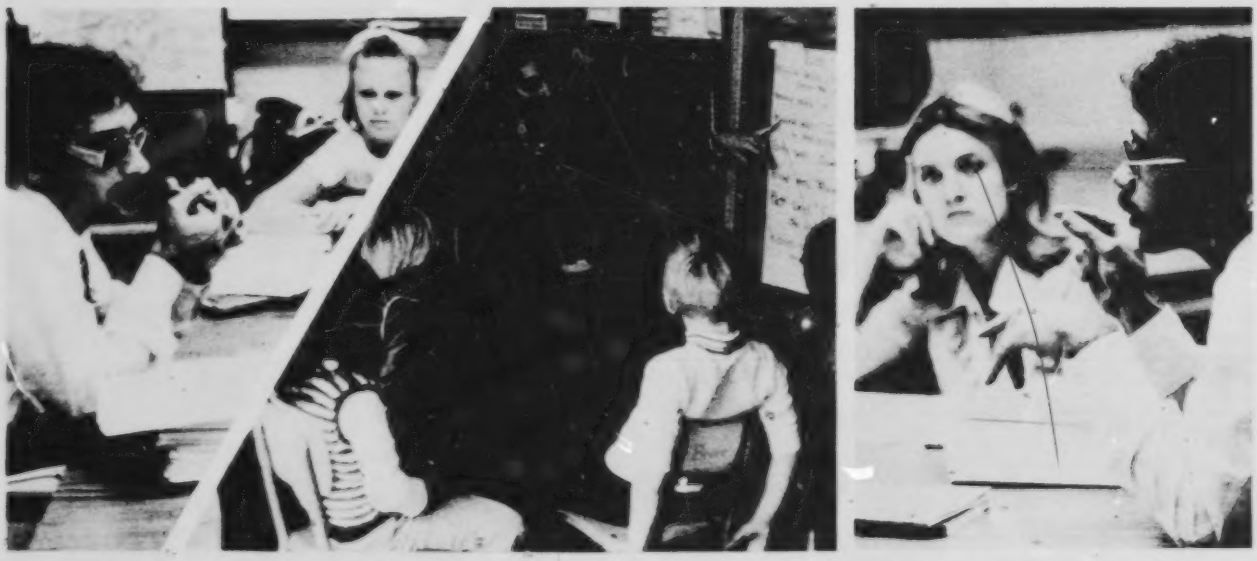
The Spring internship experience is the culmination of the training process. It is the student's opportunity to generalize the program objectives and goals. The interns are supervised by clinical professors. Each professor is responsible for a group of interns engaged in similar intership experiences. Each student is visited once per week for two hours. These clinical interactions are purposefully structured in order to maximize the intern's teaching competencies and heighten the intern's personal awareness of the teaching endeavor.



Interns teach, clinical professors note, observe, and later reflect.

Interns develop materials,—

Children reap
the benefits

The clinical professor reacts to and guides the intern's developing professional expertise.

The student considers and reacts.

Together, with each intern, the clinical professor furthers professional competencies through a highly structured, yet totally individualized program of personal interactions.

Interns in similar practicum sites meet in weekly seminar to examine common concerns under the guidance of the clinical professor.

The tremendous energy of both trainee and clinical professor in moving through program activities, shows a committed partnership of professionals, "caring" about both children, and the total educational process.

WE INFLUENCE . . .

the educational lives of young exceptional children. We do so by training Early Childhood Special Educators who provide a variety of direct and indirect special education services. Further, the university staff influences the educational community at large, impacting on local, regional, and national levels.

Since 1971, the Special Education/Early Childhood Program has prepared more than three hundred special educators, servicing approximately five thousand young exceptional children. Through a myriad of professional contacts, twenty-five hundred regular and special educators have benefited from the expertise of these well-prepared professionals.

Our graduates presently provide direct and indirect services as preschool and primary level special education teachers, resource room teachers, and strategists both in the public and private sectors:

Number of Teachers Served
by Special Education Early Childhood Graduates
Functioning as Resource Teachers and Special Education Strategists

	Special Education Pre-School Resource	Special Education Elementary Resource	Special Education Strategists
1972-1973	0	32	10
1973-1974	0	64	711
1974-1975	0	48	422
1975-1976	8	96	948
Total	8	240	2091

Number of Teachers
Receiving Consultant Services
from Special Education Early Childhood Program
Resource Teacher and Stategist Interns

	Special Education Resources	Special Education Strategists
1972-1973	16	30
1973-1974	24	126
1974-1975	120	230
1975-1976	112	528
1976-1977	162	252
Total	434	1166

Number of Children
Receiving Direct Service
from Special Education Interns

	Special Education	Special Education Resource	Number of Strategists Providing Indirect Service
1972-1973	176	50	1
1973-1974	296	75	5
1974-1975	224	400	6
1975-1976	288	350	10
1976-1977	360	450	7
Total	1344	1325	48

67

As providers of indirect service, our graduates influence the educational process in a variety of leadership roles, including college instructors, state department officers, trainers of teachers...

Number of Children Serviced By Graduates Of The Special Education Early Childhood Program At The George Washington University

Students in Program			70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78 (estimated)
70-71		20 classroom	–	160	160	160	160	160	160	160
71-72	20	20 classroom	–	–	160	160	160	160	160	160
72-73	29	24 classroom 4 resource 1 strategist	–	–	–	220/100	220/110	220/110	220/110	220/100
73-74	36	24 classroom 8 resource 4 strategist	–	–	–	–	192/225	192/225	192/225	192/225
74-75	57	37 classroom 14 resoruce 6 strategist	–	–	–	–	–	296/350	296/350	296/350
75-76	62	42 classroom 13 resource 7 strategist	–	–	–	–	–	–	336/325	336/325
76-77 (estimated)	70	42 classroom 18 resource 10 strategist								336/450

294 students – total

71-76 Actual Total – 4,256 served in classroom
2,100 served in resource room
6,356 children served

LEGEND
8 children – classroom
25 children – resource room

93% of the 1971-76 Special Education/Early Childhood Program graduates are serving children within the framework of Special Education.

PROJECTION – It is projected that by 1980, 455 graduates of the Special Education/Early Childhood Program **will have** served 17,896 children within the framework of Special Education.

...system-based and school-based consultants, advocates in a variety of hospital and school positions, early identification program specialists, headstart program coordinators, preschool program coordinators, and program evaluators. Our service potential is being realized both by filling existing positions and "creating" new and innovative service models. In the commitment that is evident, our "influence upon the field becomes increasingly apparent."

WE CREATE . . .

roles, models, and materials.

During the past three years, the Special Education/Early Childhood staff has influenced the educational community at large through presentations of a variety of workshops, panel discussions, and open forums at local, regional, and national levels. Our audiences have affirmed our ability to educate and influence, by continuing to request our program materials.

Roles in Special Education/Early Childhood

The primary resource teacher . . .

is a school-based consultant, providing direct service to children experiencing learning/behavior problems, kindergarten through third grade. In addition, the resource teacher provides consultative services to teachers in the areas of curriculum, behavior management, and individualized instruction. The resource teacher serves as an advocate for difficult children within the mainstream of education.

The strategist...

functions at various professional levels. The stategist possesses the expertise of the teaching role and acts as an interventionist and energizer at the agency, system, state, or federal level.

Role functions include:

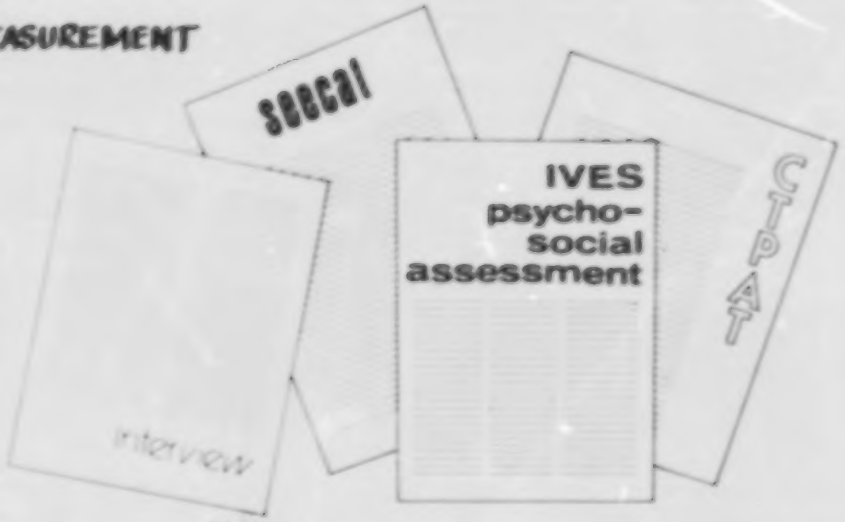
1. providing indirect/direct services to children
2. providing resources to teachers
3. coordinating community resources
4. agency/community liaison
5. program evaluation

Program efforts over the last 12 years led to the development, creation, and refinement of professional roles, materials and models of instruction, and instruments of measurement. These support systems have been developed in the service of better teacher training and better service delivery. Some of the materials aid teachers of handicapped children in their direct service role; some of the materials aid teacher trainers in their teaching and research efforts; and some interface both the training and service roles. These materials were developed with the support of the Bureau of Education for the Handicapped. Sample materials are included with the addendum to the grant application, November, 1976.
We have created:

INSTRUCTIONAL MATERIALS *in Special Education/Early Childhood*

ASSESSMENT
METHODS AND MATERIALS
LANGUAGE
DEVELOPMENT AND ETIOLOGY
PROGRAMMING

INSTRUMENTS OF MEASUREMENT



In the area of assessment:

—an instrument critique

—an instrument analysis

—guidelines for diagnostic interview

—informal diagnostic interview report schedule

—emotional and social behavior checklist

—level of processing checklist

—developmental descriptors utilized in report writing

In the area of programming:

—task analysis formats

—instructional activity formats

In the area of language:

—a scale to measure the development of receptive and expressive language

—formats for exploring both channels of language disability and accompanying remedial techniques

—a scale to measure the acquisition of language

—a system for evaluating instructional materials

In the area of development and etiology:

—composite developmental scales, ages 0-8

—site visit evaluation and analysis formats

—objectives about what to look for when observing

In the area of teacher training, preliminary process, and product evaluation:

—Special Education Early Childhood Rating Scale

—The Ives Psycho-Social Assessment Scale

—The Special Education Early Childhood Achievement Test

—The Complementary (Resource) Teacher Program Achievement Test

—Formalized course evaluation format

—Course syllabus format

—Teacher Competency Based Evaluation Scale (T-cubes)

WE REVIEW . . .

evaluate and refine the Special Education/Early Childhood Program in an effort to select and prepare special educators who competently meet the needs of young exceptional children.

Formal and informal evaluation of a training program by its trainees is an integral part of any effective training process. In the past three years, we have gathered extensive written evaluation data from our students and have utilized this data in program refinement. A summary of this data follows:

The Internal Evaluation Process (1974-77)

	Number of factors evaluated	Number of Factors receiving significantly positive scores	Number of factors receiving significantly negative scores	Number of revisions based upon negative trainee feedback
1974-75	308	275	33	27 (81%)
1975-76	338	326	12	10 (83%)
1976-77	340	321	19	15 (79%)

In the process of review and evaluation, the program staff also considers other variables to be equally significant. Specifically, five basic questions were selected for detailed inspection during the years 1974-77:

I. Can a screening process effectively predict program success?

II. Do the students entering the program present a different pattern of attitudes and values than other teacher populations?

III. Do students in the program gain significantly in their special education knowledge base?

IV. Is it possible for a teacher training program to effect significant change in the enhancement of the professional's inner support system?

V. How effective is the graduate of the training program one to two years removed from the training sequence?

I. *Can the Special Education/Early Childhood screening process effectively predict program success?*

Over the past two years, three screening process variables were found to be signifi-cantly correlated with total program performance (TPP) as measured by an independent ranking of students by all primary staff (N=6). A summary of correlations follows.

Relationship of *Total Program Performance (TPP)* and Selected Screening Variables

	Likert Type Rating Scale/TPP r=	Ives Psycho-Social Scale/TPP r=	Undergraduate Grade Point Average/TPP r=
1975-76 N=52	.35**	.33**	.24*
1976-77 N=53	[.41]***	.25**	.16

***P < .01
**P < .05
*P < .10

From the data that is reported above, it is clear that three of the major components of the screening process contribute significantly to the staffs ability to predict student success in the program. The weighted score assigned to each variable will enable us to even further predict the likelihood of success in the program and later success in the field.

II. *Do the students entering the program present a different pattern of attitudes and values than other teacher population?*

Over the past two years, the Fundamental Interpersonal Relations Orientation (FIRO-B) has been administered to our students in an effort to gather information regarding interpersonal characteristics that have judged to be significant in the training of competent professionals. The specific interpersonal characteristics that have been examined include affection, control, and inclusion.

The three dimensions are defined as follows:

a. "The interpersonal need for inclusion is the need to establish and maintain a satisfactory relationship with people with respect to interactions and association...

b. "The interpersonal need for control is the need to establish and maintain a satisfactory relationship with people with respect to control and power...

c. "The interpersonal need for affection is the need to establish and maintain a satisfactory relationship with others with respect to love and affection...." (Schutz 1967, pg. 4,5)

Additionally, this instrument has been chosen among others because the primary purposes of FIRO-B are:

a. "To measure how an individual acts in terpersonal situations and
b. to provide an instrument that will faciliate the prediction of interaction between people." (Schutz 1967, pg. 4)

It was hypothesized by the primary teaching staff that students in this program differ significantly from other teacher populations on the variables discussed above. To test this hypothesis, the FIRO-B was administered to our trainees before and after the training sequence for each of the last two years.

On the basis of administering the FIRO-B to various groups by its author, Dr. William Schutz, it has been determined that this scale differentiates among persons engaged in various occupations. For example, traveling salesmen demonstrate a great need for inclusion, affection, and control and therefore have high overall scores on the scale, while creative architects demonstrate an orientation to task, self directedness, and a strong inner support system, indicated by low overall scores on the scale.

A summary of interpersonal characteristics, as assessed by the FIRO-B for the above mentioned occupational groups and our students, is illustrated in the two charts that follow.

FIRO-B Sum Totals of Interpersonal Characteristics

	Special Education Early Childhood				Creative Architect	Traveling Salesman	Other Teachers
	1975-76		1976-77				
	Pre	Post	Pre	Post			
Sum-inclusion	3.6	3.4	3.7	3.7	4.4	13.4	8.6
Sum-control	2.3	2.4	2.3	2.4	8.5	10.0	8.2
Sum-affection	6.2	6.2	5.8	6.0	7.0	13.0	8.0
SUM	12.1	12.0	11.8	12.1	19.9	36.4	24.8

FIRO-B Differences (d) Within the Areas of Inclusion, Affection, Control (Wanted v.s. Expressed) and Overall

	Special Education Early Childhood				Creative Architect	Traveling Salesman	Other Teachers
	1975		1976-77				
	Pre	Post	Pre	Post			
d inclusion	1.3	1.7	1.2	1.4	1.0	-0.6	1.8
d control	-0.3	-0.5	-.35	-.4	2.3	1.2	-2.0
d affection	0.3	0.0	.3	.1	-1.8	-0.8	-0.6
differences	1.3	1.2	1.15	1.1	1.5	-0.2	-0.8

Our students appear to resemble creative architects in that they manifest the capacity to direct their own behavior, not without regard for the needs of others, but with the inner strength to allow independent decision making. It is interesting to note that other teacher populations do not demonstrate a similar level of inner strength.

Analysis of the data indicates a profile that in fact differs from other teacher populations. Our students are better able to tolerate social isolation, have a lesser need to manipulate the behavior of others for their own purposes, and possess the professional detachment and objectivity necessary to facilitate a child's growth.

In summary, our students show a lesser need on the dimensions of inclusion, affection, and control than do other teacher populations.

III. *Do students in the program gain significantly in the special education knowledge base?*

For the last three years, significant pre-test to post-test gains have been demonstrated on the Special Education Early Childhood Achievement Test (SEECAT), a test which measures the attainment of program instructional objectives. A summary of mean scores and significant levels follows:

S.E.E.C.A.T. SCORES 1974 through 1977

	Pre-test $\bar{x}$ Score	Post-test $\bar{x}$ Score	Level of Significance
1974-75 N=49	51	64	.001
†1975-76 N=50	43	64	.001
†1976-77 N=47	43	63	.001

†revised form of SEECAT

Inspection of the above data reveal highly significant positive differences over the occasions of measurement.

IV. *Is it possible for a teacher training program to effect significant change in the enhancement of a professional's inner support system?*

Over the past two years, the Coping Operations Preference Inquiry (COPE) has been administered to our students in order to determine to what degree a student is likely to take responsibility for his own actions.

It was hypothesized by the primary teaching staff that there will be a significant change in the degree to which a student is able to assume responsibility for their own behavior as a function of program experience. To this end, the COPE was administered to our trainees before and after the training sequence for each of the last two years.

It is important to note that many social scientists regard change of this type to be very difficult, if not impossible, to accomplish in the course of a one year teacher training program.

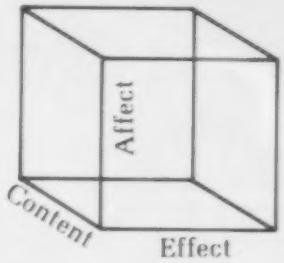
The results of the investigation revealed 74 of 103 students manifested a significant degree of change over the two occasions of measurement.

V. *How effective is the graduate of the training program one to two years removed from the training sequence?*

The 1973-1974 and 1974-1975 graduates of the Sepcial Education/Early Childhood Program were evaluated in their teaching roles utilizing two evaluation modes: (a) the Teacher Competency-Based Evaluation Scale (T-Cubes) and (b) the Administrative/Supervisory Product Evaluation Questionnaire.

The Teacher Competencies Based Evaluation Scale (T-Cubes) represents an effort to synthesize program values and apply these values to a scheme for classroom observation and evaluation of teacher performance. This instrument was designed and developed to assess the following three dimensions: (1) Professional Performance (Affect Component), (2) Instructional Presentation (Content Component) and (3) Student Performance (Effect Component). These represent the three dimensions of teaching performance. Each component includes six items of behavorial descriptions which are presented on a force choice continuum scale and can be rated from a low of one to a high of five. Each behaviorial descriptor was dichotimized to represent the evaluation parameters of possible teacher classroom performance.

Ratings on these three dimensions had the potential for being graphically plotted on a cubical model. A teacher classroom performance profile would result from plotting the scores of each of the three components. This factor contributed to the acronym "T-Cubes" as a name for this instrument.* The following diagram is an example of this specific aspect:



Height=affect
Width=effect
Depth=content

*Instrument is available upon request.

The T-Cubes was utilized in the Spring of 1975 and again in 1976 to measure the performance of graduates in the field. Forty-eight graduates of the program were observed by program staff in their classrooms. Scores from each year were extrapolated so that they could be compared with each other. Results from both years are charted below:

T-Cubes Evaluation		
	1973-74 (N=30)*	1974-75 (N=18)†
Mean Score	399.13	428.64
Minimum Score	215	204
Maximum Score	539	540
% of Scores above Index of Professional Performance	50%	72%
% of Scores above Acceptable Performance	65%	78%

*population tested in 1975
†population tested in 1976

It was hypothesized by program staff to raise total x score on the T-Cubes of previous graduates 30 points. In fact, the total sample T-Cubes mean score rose by 29.51 points.

In the spring of 1976 a questionnaire was directed to the administrator or supervisor who had direct responsibility over our post graduates. Thirty-three of forty-eight questionnaires were returned and included the following:

20 classroom teachers/special education teachers
6 resource room teachers 2 supervisor/coordinators
5 other:
College Teaching (2)
Educational Program Specialist (1)
Regional Resource Center (1)
Child Development Specialist (1).

Supervisors were polled on five dimensions shown in the left hand column in the figure listed below. They rated the graduates in four ways; percentages are listed for each variable in the chart that follows:

Results of Administrative/Supervisory Product Evaluation Questionnaire N=33:1976

	Outstanding	Above Average	Average	Poor
A. Professional Expertise	58%	42%	-	-
B. Interpersonal Relations	48%	49%	3%	-
C. Classroom Performance*	39%	61%	-	-
D. Level of Commitment	61%	39%	-	-
Overall Preparation for Role	45%	55%	-	-

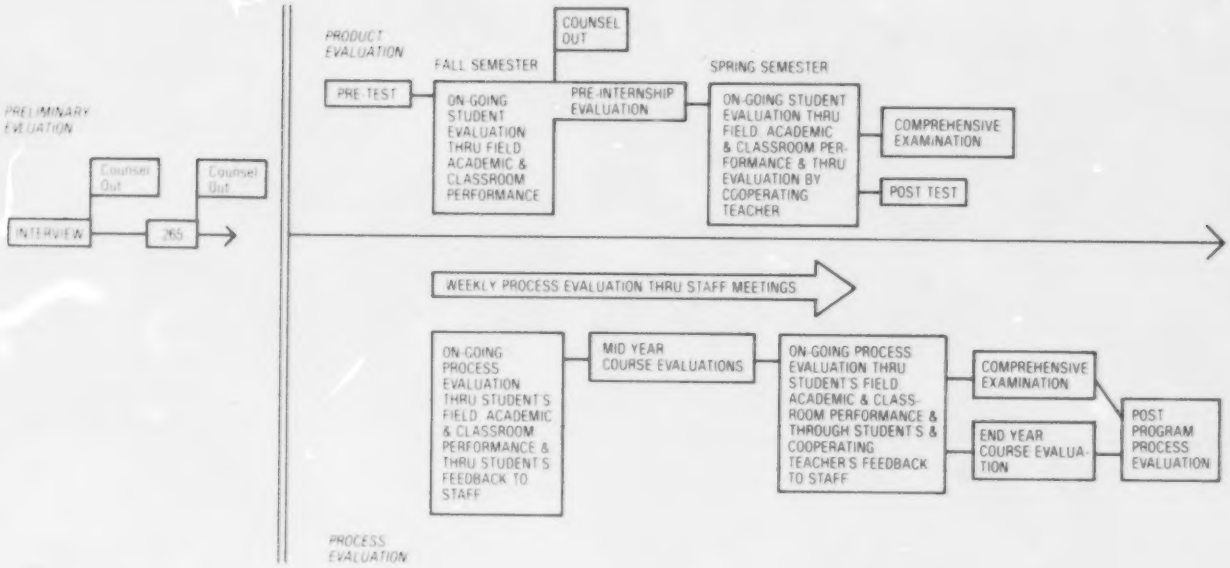
*N=26 on this variable

In summary, on four of the five variables of teacher performance included in the survey, 100% of the supervisors rated our graduates of 1974-75 as outstanding or above average.

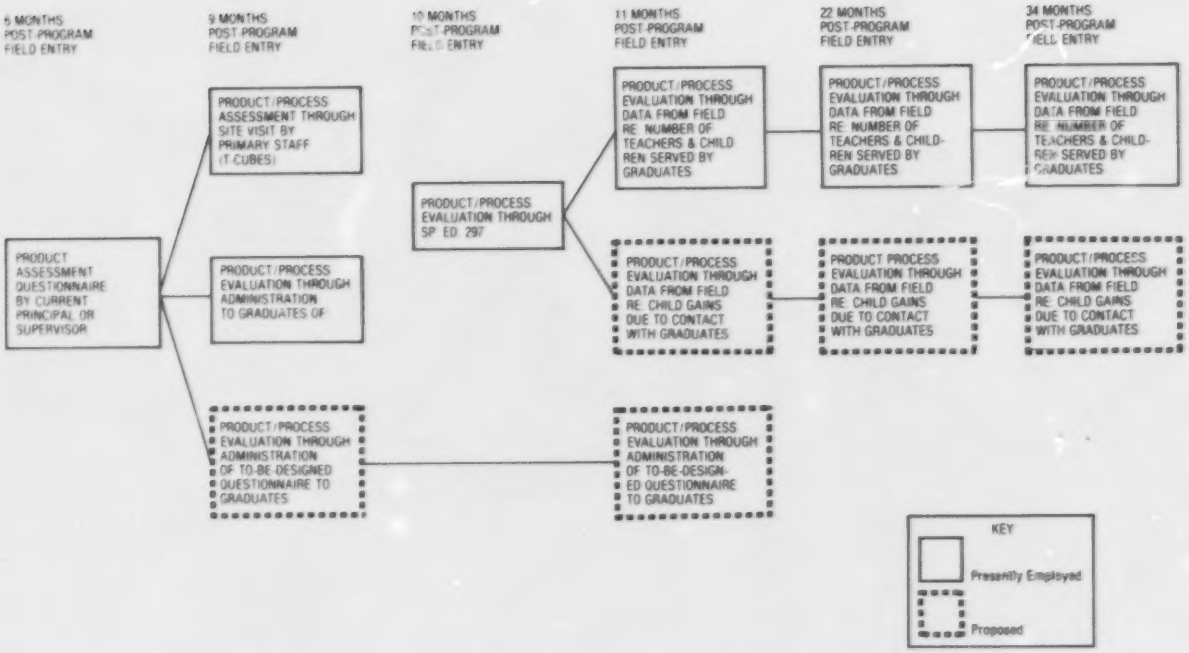
A paucity of funds during the 1976-77 school year prevented the continuation of administering the T-Cubes and Administrative/Supervisory Product Evaluation Questionnaire to 1975-76 graduates.

The following flow charts depict the current evaluation model:

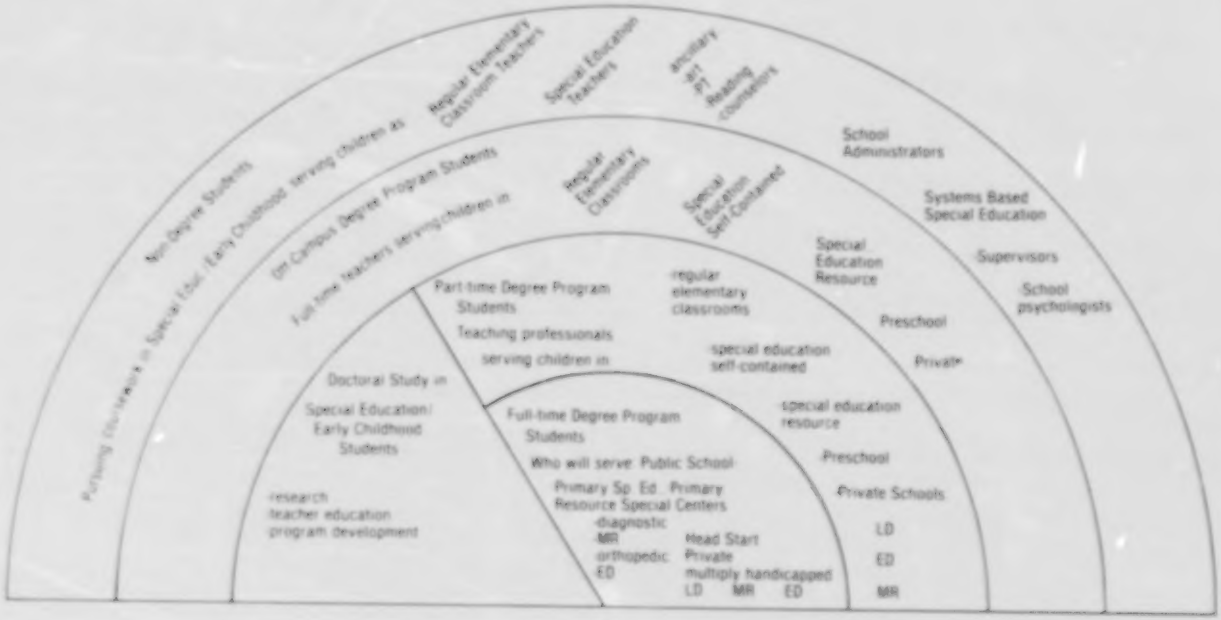
Process Evaluation: Interview to Graduation


PRELIMINARY EVALUATION
INTERVIEW
Counsel Out
265
Counsel Out
PRODUCT EVALUATION
FALL SEMESTER
PRE-TEST
ON-GOING STUDENT EVALUATION THRU FIELD ACADEMIC & CLASSROOM PERFORMANCE
COUNSEL OUT
PRE-INTERNSHIP EVALUATION
SPRING SEMESTER
ON-GOING STUDENT EVALUATION THRU FIELD ACADEMIC & CLASSROOM PERFORMANCE & THRU EVALUATION BY COOPERATING TEACHER
COMPREHENSIVE EXAMINATION
POST TEST
WEEKLY PROCESS EVALUATION THRU STAFF MEETINGS
ON-GOING PROCESS EVALUATION THRU STUDENT'S FIELD ACADEMIC & CLASSROOM PERFORMANCE & THRU STUDENT'S FEEDBACK TO STAFF
MID YEAR COURSE EVALUATIONS
ON-GOING PROCESS EVALUATION THRU STUDENT'S FIELD ACADEMIC & CLASSROOM PERFORMANCE & THROUGH STUDENT'S & COOPERATING TEACHER'S FEEDBACK TO STAFF
COMPREHENSIVE EXAMINATION
END YEAR COURSE EVALUATION
POST PROGRAM PROCESS EVALUATION
PROCESS EVALUATION

Post-Program Product/Process Evaluation Data Sources


5 MONTHS POST-PROGRAM FIELD ENTRY
9 MONTHS POST-PROGRAM FIELD ENTRY
10 MONTHS POST-PROGRAM FIELD ENTRY
11 MONTHS POST-PROGRAM FIELD ENTRY
22 MONTHS POST-PROGRAM FIELD ENTRY
34 MONTHS POST-PROGRAM FIELD ENTRY
PRODUCT ASSESSMENT QUESTIONNAIRE BY CURRENT PRINCIPAL OR SUPERVISOR
PRODUCT/PROCESS ASSESSMENT THROUGH SITE VISIT BY PRIMARY STAFF (T-CUBES)
PRODUCT/PROCESS EVALUATION THROUGH ADMINISTRATION TO GRADUATES OF
PRODUCT/PROCESS EVALUATION THROUGH ADMINISTRATION OF TO-BE-DESIGNED QUESTIONNAIRE TO GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH SP. ED. 297
PRODUCT/PROCESS EVALUATION THROUGH DATA FROM FIELD RE: NUMBER OF TEACHERS & CHILDREN SERVED BY GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH DATA FROM FIELD RE: CHILD GAINS DUE TO CONTACT WITH GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH ADMINISTRATION OF TO-BE-DESIGNED QUESTIONNAIRE TO GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH DATA FROM FIELD RE: NUMBER OF TEACHERS & CHILDREN SERVED BY GRADUATES
PRODUCT PROCESS EVALUATION THROUGH DATA FROM FIELD RE: CHILD GAINS DUE TO CONTACT WITH GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH DATA FROM FIELD RE: NUMBER OF TEACHERS & CHILDREN SERVED BY GRADUATES
PRODUCT/PROCESS EVALUATION THROUGH DATA FROM FIELD RE: CHILD GAINS DUE TO CONTACT WITH GRADUATES
KEY
Presently Employed
Proposed

Number of Students In Various Special Education/Early Childhood Degree Programs And Services Provided To Children



STUDENTS RESPOND...

The following are excerpts from letters of former students and present professionals in the field.

I am overwhelmed at the confidence, competence, preparedness, and my feelings of "expertise."

Thanks to the cross-categorical emphasis of our program and field training at George Washington, I feel I have known my present students before.

I was made more aware of my own philosophies about education and to have those philosophies expanded into teaching methods.

What might have been a tedious and emotionally draining job has turned out to be a challenging and stimulating exchange of learnings between the child and myself.

The program is energizing and energy depleting, its strength lies in its personal nature and its ability to build one's self-confidence.

It was the first time I'd heard teachers talk.

As an experienced professional, it validated previous biases and gave me both reasons and labels for the things I've done in the past.

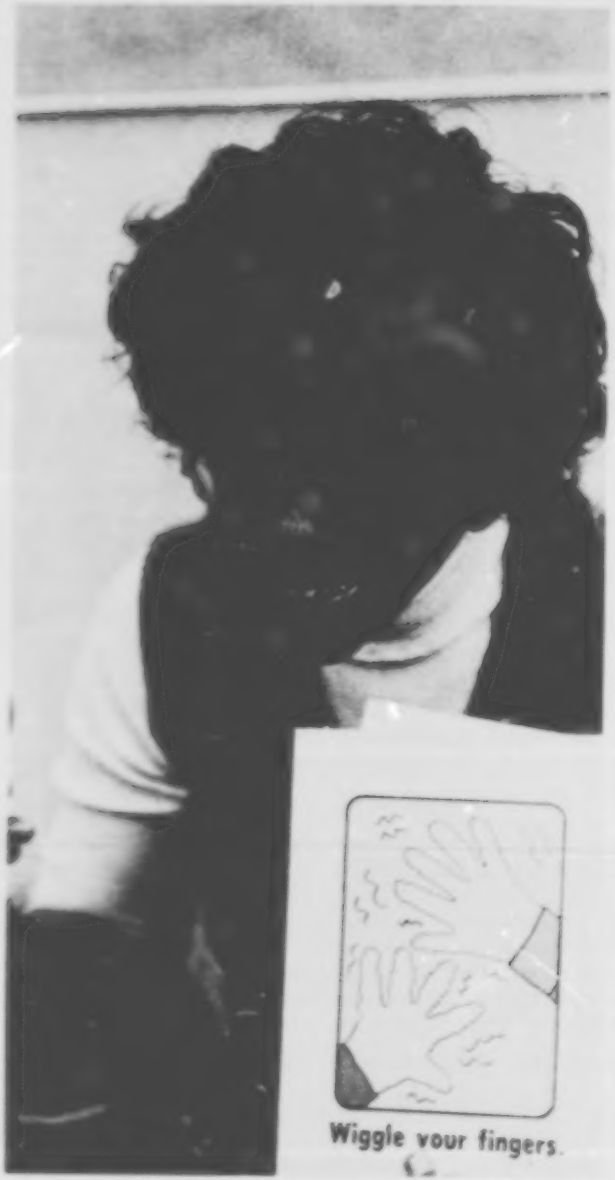
The program started my ability to look at my needs and move on from there to serve the needs of others.

It was both an integration of things I'd previously learned into an educational frame of reference and an immersion into a field that I have now become a part of.

This program could best be described as kindly bombardment.

Synthesis Of The Relationship Of Sociological And Psycho-Educational Theory To The George Washington University Special Education/Early Childhood Program Dictums

SCHOOLS OF THOUGHT	Behaviorist (Learning Theorist)	Perceptual/ Phenomenological	Psychoanalytic	Social Psychologist (Neo-Freudian)	Education
THEORISTS	B F. Skinner R. F. Mager B. S. Bloom R. M. Gagné	G. Murphy C. Rogers A. Maslow R. May E. Erikson	S. Freud C. Jung A. Freud	H. S. Sullivan K. Horney A. Adler K. A. Menninger	J. Dewey J. Piaget H. Froebel M. Montessori
DICTUMS	Behavior is patterned, stable, and predictable; when you know the pattern you raise the profitability of predicting successfully. Teaching demands central issue clarity.	Teaching is a function of attitudinal set and perceptual style. Teaching is pre-eminently a field of social inter-relationships. Learning is a function of task analysis and the depth of the human relationship.	All behavior is purposeful and motivated; everything a person does is behavior. The presenting self is but the self that has most consistently protected us from fear and hurt-look for the child underneath.	Programs are people committed to constructive change. The role of the teacher is to be a raiser of self-concepts. Decisions should be based on the needs of the children. Always ask, "whose needs are being met?" There is no growth without pain.	Communicated expectations can govern behavior. To teach is to be involved in an on-going diagnostic process. There is no freedom without discipline. Discipline is a function of the interest of the activity and the interpersonal relationship. If the child is not learning, the teacher is not teaching.

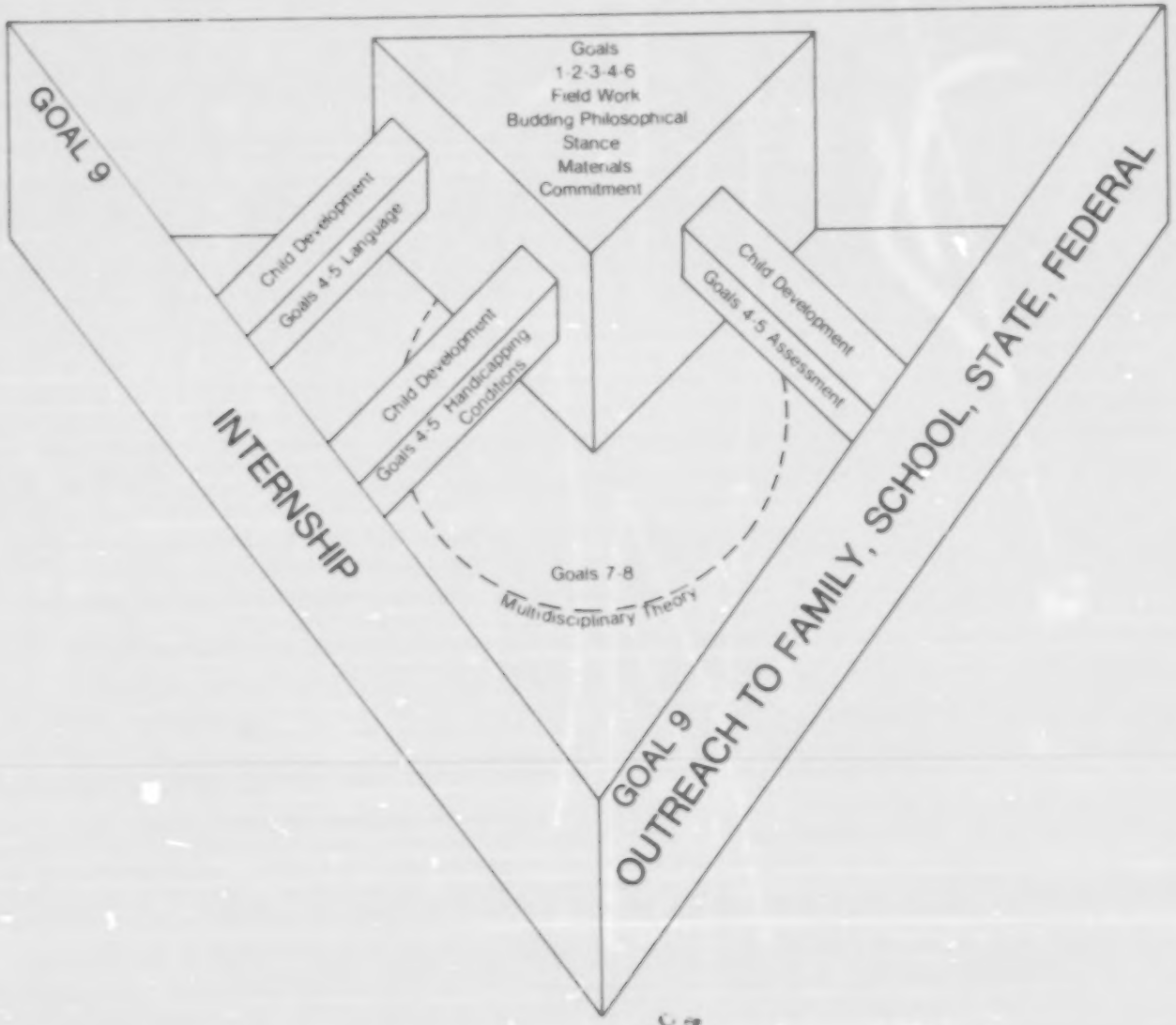


The ultimate goal of this project has been and still is to produce an early childhood special educator whose professional performance exhibits:

1. a firm philosophical stance translated into operational set of educational value judgements.
2. a firm commitment to move all children toward the development of potential.
3. knowledge that there is no separate psychology for the handicapped child.
4. knowledge of human growth and development in the cognitive, social-emotional, motoric, and language areas revealed in both the teaching and assessment process.
5. knowledge of the handicapping conditions of early childhood and the resulting impediments to living and earning.
6. knowledge of pre-school and primary curriculum areas and an extensive repertoire of accompanying materials and techniques.
7. knowledge of that multi-disciplinary theory essential for the interpretation of the psycho-dynamics of the classroom.
8. knowledge of that multi-disciplinary theory essential for positive intra/inter-personal relations.
9. knowledge of the professional community at large, and the place of the early childhood special education within the greater perspective.

The following chart presents a conceptualization of the total 39 hour M.A. sequence as it relates to these basic goals.

A Broad Conceptual View Of Program Goals



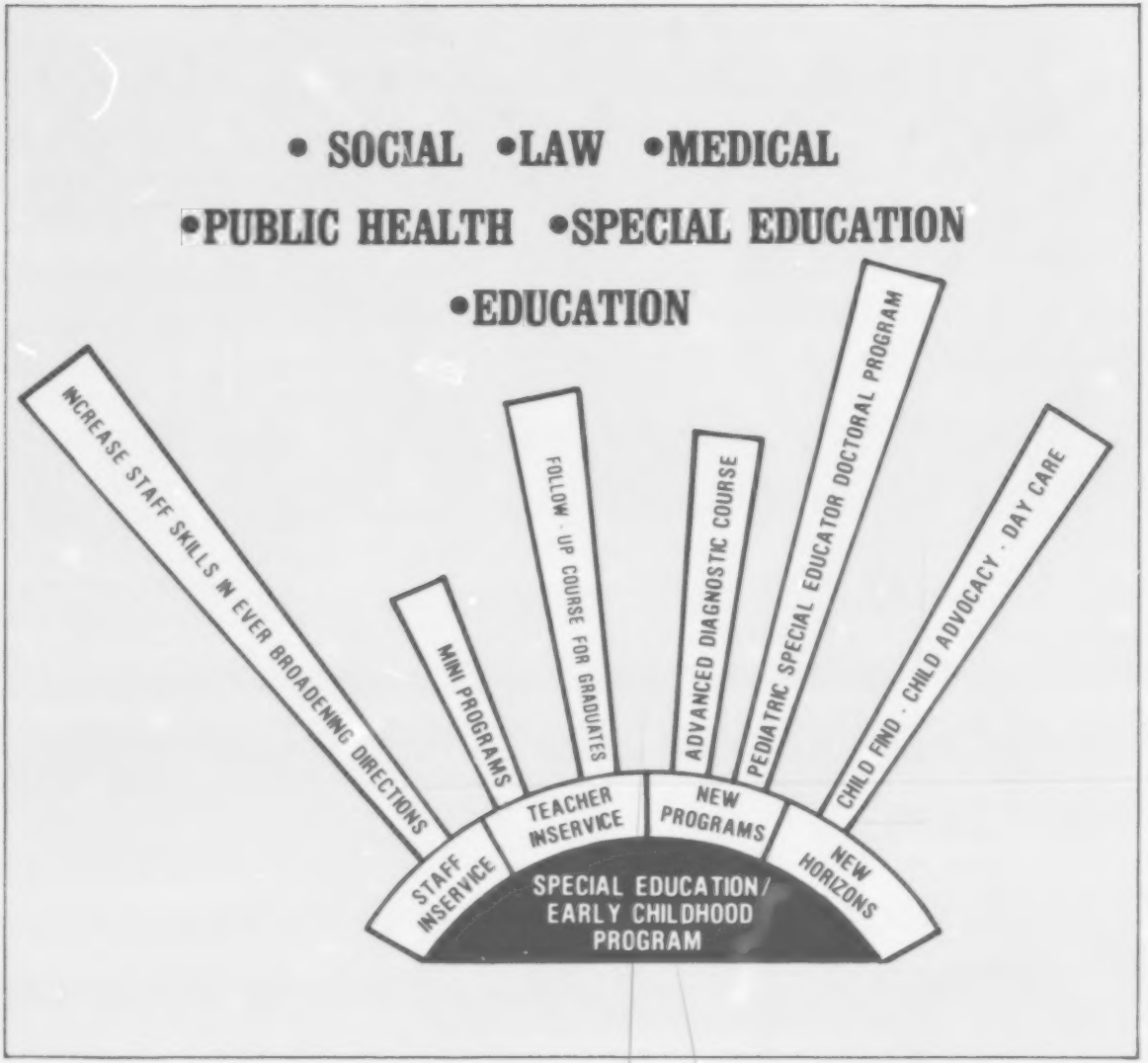
87

Special Education Courses In Which The Special Education/Early Childhood Instructional Objectives Are Emphasized

Objectives	Primary channel of instruction Sp. Ed.	Second channel of instruction Sp. Ed.	Channel which reinforce Sp. Ed.
1. The ability to delineate and describe the course of human development as it pertains to young exceptional children.	268	266	250, 261, 292, 262
2. The ability to identify, describe and categorize the broad range of handicapping conditions of early childhood.	268	266	261, 260, 292, 262
3. The ability to identify characteristic language problems of children with a variety of handicapping conditions.	266	268	261, 260, 292, 262
4. The ability to identify and describe characteristic educational needs of various handicapping conditions.	268		261, 292, 262, 266
5. The ability to delineate and describe a variety of language programs.	266		261, 292, 262
6. The ability to delineate, describe, and compare the intent and content of formal tests.	260	266, 268	
7. The ability to contrast, compare, describe and define all inquiries made by the McCarthy Scales.	260	266	
8. Proficiency in the administration of the McCarthy Scales as demonstrated in two different testing situations.	260		
9. Experience in the administration of the Denver Developmental Screening Test as demonstrated in two different testing situations.	260		
10. The ability to structure informal inquiries and tasks which reflect the intent of the various standardized inquiries.	260	266	261
11. The ability to design and develop an informal diagnostic interview kit.	260	261	268, 266
12. Proficiency in the administration of the Informal Diagnostic Interview (I.D.I.) as demonstrated in three different interview situations.	260		261, 262, 292
13. Proficiency in the translation of the I.D.I. data into individualized instructional programs as demonstrated by the writing of three different I.D.I. reports.	260		292, 262, 261
14. The ability to delineate, describe, and compare various preschool and primary level instructional models.	261		267, 261
15. The ability to delineate and describe the curricula areas of the special education early childhood classroom.	261	260	292, 262, 266
16. The ability to translate psycho-educational assessment data into operational instructional objectives for the children at our demonstration centers.	261		260, 292, 262
17. The ability to translate operational instructional objectives into appropriate instructional activities as demonstrated in the designated demonstration centers.	261		262, 292
18. The ability to collect or make appropriate teaching materials in the service of instructional activities as demonstrated in the designated demonstration centers.	261		262, 292
19. The ability to design and execute individualized instructional activities for the child who is the subject of your case study.	261		266, 260, 268
20. The ability to integrate all facets of "your" child's psycho-educational assessment, instructional program, family dynamics, and future educational recommendations as evidenced by a comprehensive case study.	all courses		
21. The ability to delineate, describe, and relate to special education specific psycho-social constructs germane to successful human interaction and essential to the teaching/learning relationship.	269		306, 261, 292, 262
22. The ability to delineate and describe types of operational roles in early childhood special education.	267		262, 292

Special Education Courses In Which The Special Education/Early Childhood Instructional Objectives Are Emphasized

Objectives	Primary channel of instruction Sp. Ed.	Second channel of instruction Sp. Ed.	Channel which reinforce Sp. Ed.
23. The ability to describe various early childhood special education roles in relation to role qualifications and role expectations.	267		
24. The ability to identify and describe specific counseling models.	306		292, 262
25. The ability to delineate and describe the diagnostic and therapeutic techniques of the life space interview process.	306		292, 262
26. The ability to use appropriate life space interview techniques in the service of meeting individual children's needs.	306		292, 262
27. The ability to design a Family Education Program for an Early Childhood Special Education site.			292, 262
28. The ability, demonstrated by internship performance, to integrate and translate total program content into facilitating teacher/child interaction.	292		262, 269
29. The ability, demonstrated by internship performance, to interact with fellow professionals in a competent and knowledgeable manner.	292	267	262, 269, 306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•PUBLIC HEALTH •SPECIAL EDUCATION
•EDUCATION
INCREASE STAFF SKILLS IN EVER BROADENING DIRECTIONS
MINI PROGRAMS
FOLLOW - UP COURSE FOR GRADUATES
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CHILD FIND - CHILD ADVOCACY - DAY CARE
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NEW PROGRAMS
NEW HORIZONS
SPECIAL EDUCATION/ EARLY CHILDHOOD PROGRAM

COME JOIN US . . .

WE'RE SAVING A PLACE FOR YOU!

WE . . . THE STAFF

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WE...

The Special Education/Early Childhood Program
of
The George Washington University

Dr. Rodney Tillman, *Professor and Dean, School of Educaton*

Dr. Perry Botwin, *Professor and Chairman, Department of Special Education*

Dr. Rita Ives, *Professor and Coordinator, Special Education/ Early Childhood Program*

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for program application direct inquires to:

Dr. Rita Ives, Coordinator
Special Educaton/Early Childhood Program
Department of Special Education
The George Washington University
2201 G St., NW C-524
Washington, D.C. 20052

THE END

APPLICATION FOR

RECOGNITION ROLL

Submitted by:

The Complementary Teacher Program
of the
George Washington University
Department of Special Education

The Applicant

The Complementary Teacher Program produces school based interventionists whose graduates function as resource teachers. Mainstreamable children receive help which enables them to stay in the regular classroom. Thus the name "Complementary Teacher": a special educator who complements the regular educator by offering help to children with special needs.

The Practice Worthy of Recognition

During the junior year students enroll in a demonstration seminar that meets twice weekly. This is a year long intense involvement. The seminar's professor is, by virtue of her dual role as both teacher of children and teacher of college students, a clinical professor. It is this sound practice, the demonstration seminar, which we deem worthy of recognition.

Format of Practice

The seminar takes place in a public school site. For one hour students observe their professor teaching a group of children. Students then work individually with an assigned child from the group. Following these two teaching episodes children and professors meet for pedagogical doalogue. Having observed her as master teacher, students can question and demand rationale from the professor. The professor can offer immediate feedback on the students' teaching performance. Pedagogical theory is continuously tied to classroom living. This practice continues into the second semseter, with, however, pairs of students doing the demonstration teaching for the seminar.

The use of the public school as a demonstration site is both cost effective and training effective. There is "spill over" onto the regular educators and considerable in-service training is done in an incidental way by the involvement of both college studetns and clinical professors.

This program is eight years old. Graduates are hired immediately and have a fine national reputation. During the past 8 years, many have gone on to leadership roles and master and doctoral level study, attesting to their success as professoonal special educators.